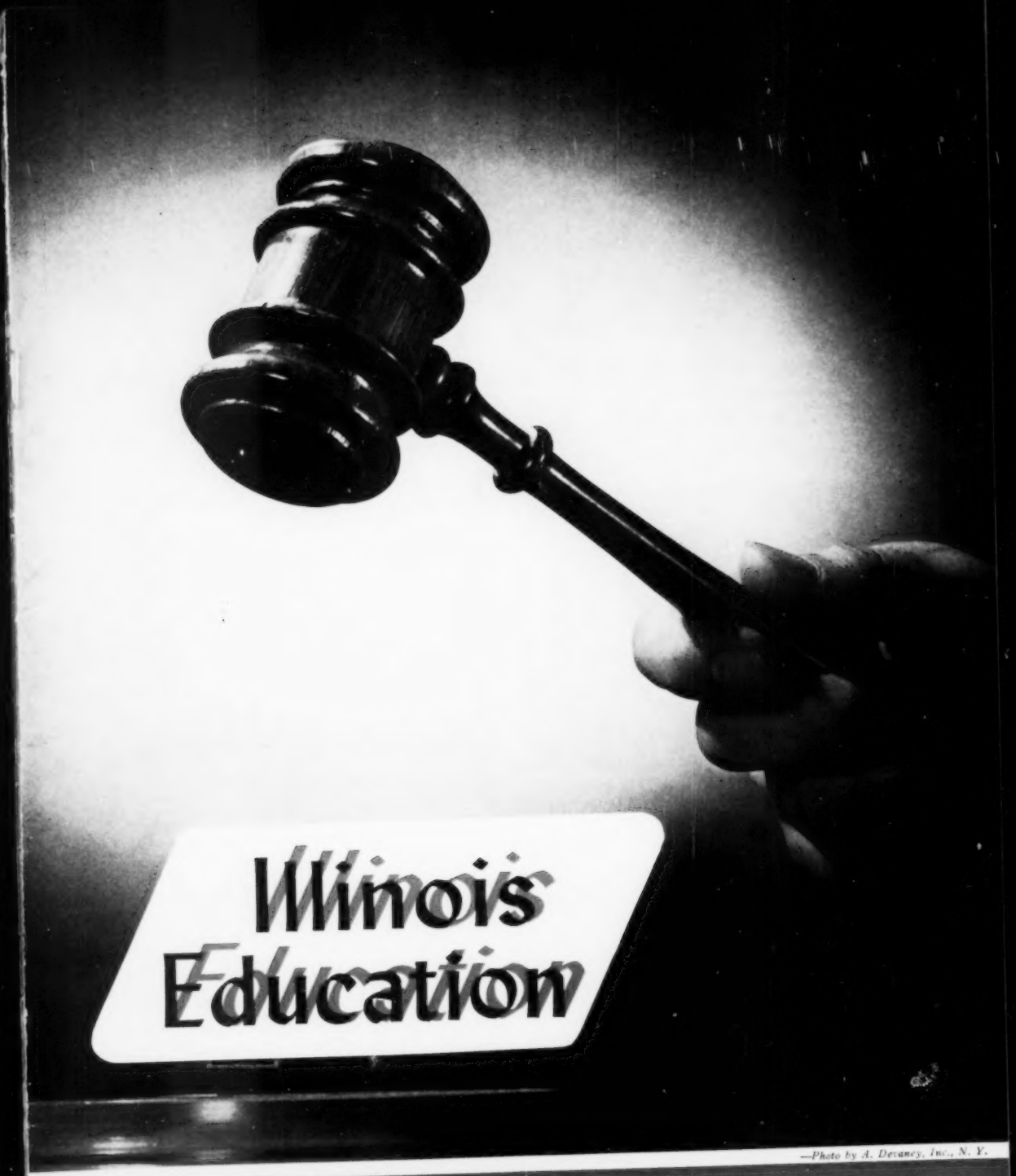


Illinois Education

—Photo by A. Devaney, Inc., N. Y.

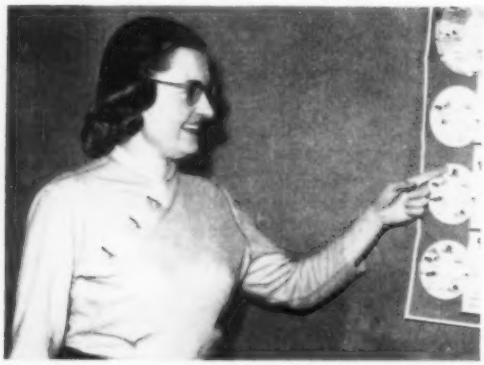
FEBRUARY 1952

They put the "NEW" in nutrition training

A before-and-after "sociodrama" showed that Miss Patricia Skogness, Second Grade Teacher at Roosevelt School, Fargo, North Dakota, had successfully improved her group's diet. Her idea: utilizing a Red Cross Gift Box activity to spark pupils' interest in eating habits of children around the world.

To encourage better eating habits at Willow Glen Elementary School, San Jose, California, Primary Supervisor Miss Mary Moss designed a novel portable kitchen for classroom participation in the preparation of balanced lunches.

By enlisting the cooperation of parent groups in her nutrition program, Fifth Grade Teacher, Mrs. Effie W. Underwood, was able to form a School Lunch Committee, which substantially improved lunches at Madison Elementary School, Madison, Georgia.



A rat-feeding project, involving all grades of the Laconia School, Laconia, Indiana, was introduced by Miss Pat Melton, Home Economics Teacher. Results were carefully documented in order to dramatize the difference between good and poor lunches.

A successful garden and canning project was developed by Mrs. Ruth M. Payne, Nutrition Instructor for Carver High School, Navasota, Texas. Participation among the children, parents and teachers of her school was practically one hundred percent!

The five teachers you see here are representative of the many hundreds of educators throughout the country who have added "life" and ingenuity to the subject of nutrition. Why not tell us *your* nutrition-education experiences so they can be shared by your colleagues. We should be glad to send you the same teaching aids on community-school programs in foods education that these teachers have available in their classrooms. Address: Education Section, Department of Public Services, General Mills, Minneapolis, Minnesota.

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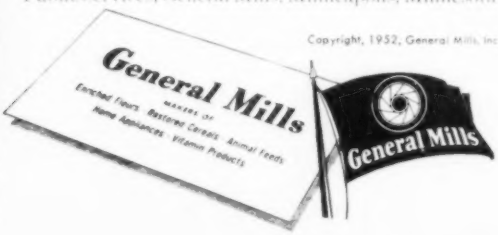

Bylines

THE GAVEL on the cover is a dramatic symbol of the democratic method of conducting organization business, and is supposed to indicate to you that this is a "business" issue of ILLINOIS EDUCATION. You will find that most of the magazine from page 209 to page 231 is filled with reports of the 98th Annual Meeting of the IEA in Chicago Dec. 27 to 29. Read these pages. They will tell you what the delegates you helped elect and instruct (If you didn't, you could and should have.) thought should be the goals of your professional association.

•

THE ROLE OF IEA as a giant-slayer was outlined by Pres. J. A. Mann in his presidential address. (See page 221.) He referred to the slaying of little worries like tenure, salary, and the like, which may becloud the greatness of teaching.

•

ANOTHER little giant which must be slain is in the form of attacks upon the schools. The public relations report (See page 215.) contains a resolution welcoming honest, constructive criticism of the schools, but denouncing irresponsible, destructive criticism. J. Lester Buford, in presenting the report of the NEA directors, urged teachers to admit their shortcomings and ask their criticizers to help them improve. (See page 219.) In the few cases where there are school people who are disloyal, the teaching profession should put its own house in order, Cong. W. E. McVey said in an address at the Annual Banquet. (See page 212.)

•

A COMMENTARY on the whole question of what teachers should or should not be free to teach is this month's study unit on page 206. It's called "Freedom Isn't 'Academic,'" and is by Charles E. Howell of the social science faculty at Northern Illinois State Teachers College. Mr. Howell is public relations chairman of the IEA Rock River Division, and is the author of the dramatization, "As Written in the Code." (See page 217.)

•

IN the "honest, constructive criticism" category is our lead article this month, on page 204. Mrs. Alice E. Tolle, the parent who has her say, thinks that maybe parents *and* teachers have "progressed" too far.

•

FOR SOME TIME your editors have felt that there was need to talk over association matters with you in a more informal manner than can be done through editorials and feature articles. A regular "letter" from the executive secretary seemed to be the best answer, and the first one, called "Let's Talk Things Over," appears on page 203. We hope in this way to give you a lot of background information and answer a lot of your questions. Let us know what you think of the idea.

—*The Editor*

Illinois Education

Volume 40, No. 6 **February, 1952**

Hope Angel, Editor • Francine Richard, Assistant Editor • Irving F. Pearson, Consulting Editor • L. R. Grimm and C. E. Vick, Contributing Editors

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Payment of membership dues entitles a member to attend all meetings of the association and its divisions, to hold office, and to receive services as directed by the Representative Assembly or the Board of Directors. *Notice of change of address* should be filed immediately with ILLINOIS EDUCATION, 100 East Edwards Street, Springfield, Illinois. Both the old and the new address, and the IEA division in which the person is enrolled, should be listed. Postal regulations do not permit magazines to be forwarded.

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TEACHERS SPEAK UP

The Cost of Learning

Dear Miss Angel:

I have received a copy of the January issue of ILLINOIS EDUCATION and wish to call your attention to an error in my article ["A Single State Board"]. On page 183, paragraph 3, line 5, the cost of operating the six state public institutions of higher learning in 1951-52 is given as "sixty million dollars." No doubt you will receive inquiries from state officials about this.

I should like to have 10 additional copies of this bulletin. If there is a charge, kindly advise and I will be glad to pay it.

—F. A. BEU, president, Western Illinois State College.

(The typist dropped a zero, making it $6,000,000, not $60,000,000.)

Report Card for Teacher

Teachers have my sympathy, working with many children and parents. Three children keep me on my toes. After 17 years of motherhood I don't always know what is best to do.

Since report cards are part of all schools I'd like one for the teachers. Yes sets an A for all answers.

1. Do you think of pupils and parents as human beings?
2. Can you keep order?
3. Do you teach (or only assign)?
4. Are you interested in the community enough to attend outside activities, such as PTA or graduation of pupils?

Like it or not, a teacher is a leader in the community. Those who refuse the responsibility are sometimes shocked at the disinterest in the local school.

—MRS. VIOLET ROSE, Paloma, Ill.

'Of Vital Interest'

Dear Miss Angel:

I am a former teacher of Illinois, having taught there 16 terms before coming to Colorado.

It was our pleasure to be in Illinois this October, and while there I visited a friend and teacher in one of the schools. She gave me several copies of ILLINOIS EDUCATION to read.

They are *so* good and contain so many things of vital interest to the teacher, I should like to subscribe for the journal, if I may.

—MRS. FLORENCE E. PEACE, 2128 Walnut Street, Boulder, Colo.

Presenting the Code

Dear Miss Angel:

Congratulations on "As Written in the Code," page 26 of the December, 1951, ILLINOIS EDUCATION.

At a subcommittee meeting in Chicago recently, the questionnaires that we checked revealed that we had failed to bring the code before the teachers. I feel that this illustrated page will help to take care of the weakness reflected by these questionnaires.

—L. GOEBEL PATTON, superintendent, Frankfort Community High School

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Let's Talk Things Over

The Executive Secretary's Letter

The past year has been a fortunate one for the teachers in Illinois, for the pupils they serve, and for the IEA. The first half of the year provided outstanding and significant school legislation, a $24,000,000 increase in state aid, a new state minimum salary schedule emphasizing $2400 a year for the bachelor's degree, a new teacher certification law, a new and long-sought independent state Teachers College Board, increased appropriations for pupil transportation, the education of handicapped children, and vocational education, state aid for the first time to the Chicago Teachers College—these are high marks of achievement to be remembered and to be grateful for.

Achievements once gained are too quickly forgotten as such. Teacher tenure, retirement, sick leave, minimum salary, and certification, for example, are accepted by many new teachers without an understanding and appreciation of the years of initiation, study, preparation, and effort by the IEA. Some older teachers forget the tremendous efforts involved prior to such achievements. Few realize that achievements once attained must be protected. New laws must be defended and interpreted. For example, the IEA has participated in varying degrees in close to 500 tenure cases since the advent of the tenure law, a decade ago. The tenure law has been successfully defended, and interpretations secured.

PUT YOURSELF IN THEIR PLACE

Some members say, "Why don't you tell us about such things?" In respect to tenure cases, it ordinarily would be unwise and unfair to publicize cases in process. All one needs to do is to put himself in the place of the teacher involved, and he would know the answer to this question. After cases are settled, better judgment often dictates no publicity. When they are highly significant to teachers at large the IEA carries the story in its journal, ILLINOIS EDUCATION. Of course, any case testing the law is significant to all teachers. It is for this reason the IEA has followed cases so closely. This is an expensive process, and one which the average member may not consider as he pays his dues.

In these days of high costs and high taxes, a teacher may very well consider the question, "What do I get for my IEA dues?" It is a question that can be raised sincerely, critically, or destructively. Every member should know the answer. A careful evaluation will provide it quickly.

The average teacher pays $6 annually in IEA dues. Thirty percent of this, or $1.80, remains with the local division for the maintenance of its program and services. That leaves $4.20 for the state association to print and distribute its journal, ILLINOIS EDUCATION (subscription price, $2); investigate and finance tenure, contract, and salary cases; pay committee and officer expenses; and maintain a continuing program of research, public and professional relations, legislation, and national and foreign relations. It also finances all field services, including those of two full-time field assistants and one part-time assistant. It finances a program of services to local associations and to our sections. It provides funds for films, filmstrips, radio releases, etc., geared to the professional, public, and legislative relations programs. It finances the services of a full-time staff of workers in the headquarters at Springfield working in constant research, legislation, professional and public relations. It makes possible professional representation in state, national, and international conferences and programs of great significance to the teaching profession. It protects the profession against unwise legislation, unwarranted attacks, and subversion. It provides a powerful medium by which the profession is constantly protected, defended, and improved. This has been true through nearly a century of positive educational leadership of the IEA.

Four dollars and 20 cents today is almost equivalent to the $2 in dues the IEA member paid in 1939. Meanwhile, all costs have risen about 100 percent, as everyone knows. In spite of this fact the IEA activities have expanded in many areas. Direct welfare services have expanded in group insurance, teacher placement, tenure assistance, etc. The Horace Mann insurance companies, created by the IEA, now save for policy holders annually more than all professional dues paid annually.

But $4.20 today, in view of generally increased costs, does not leave room for the building of association reserves. Although expanded association activities dictate increased headquarters space and accommodations, this cannot readily be financed out of current savings, limited as they are by current high costs and dues receipts of $4.20 per member. In order to secure a badly-needed Centennial Addition to the headquarters building by Dec. 26, 1953, funds will have to be borrowed unless they are donated by teacher-members and others. An average gift of $3 per member will easily finance the project. It is hoped that this year will see at least $100,000 contributed to make the fine home of the profession at Springfield more representative of the dignity, the power, and the influence of a great profession.

WE CAN'T AFFORD INDIFFERENCE

The year 1952 will be fraught with tremendous national and international problems which will so dominate the thinking of our citizens, that such ordinary considerations as public education may not receive the attention they need. This necessitates a stepped-up program of professional and public relations regarding education. More than ever it means the necessity of unified, intelligent, and effective professional action. The gains of the years may be lost or partially lost through professional and public indifference. The gains that are needed may be unattainable for the same reason.

Unity in professional organization and activity will be a prime essential for years to come in protecting and extending public education and the American way of life.

The IEA invites all teachers to join with it in a new crusade for educational opportunity.

—IRVING F. PEARSON

—Copyright by Christian Science Monitor. Used by permission of that newspaper and the cartoonist, Ben Roth.

"I know you stress 'group play,' 'self-reliance,' and 'ability to work with others' in the first grade, Miss Thayer, but if I can't tell my old man something like 'one and one make two' when he asks me what I learned in school, there's going to be trouble!"

A Parent Has Her Say

Have parents and teachers been oversold on child psychology?

By ***ALICE E. TOLLE***
Charleston

"THE NEEDS of Children and Youth" can be physical, material, spiritual, and mental.

The children I know anything about are for the most part surfeited with material things and are physically saturated with vitamins, serums, and *the seven basic foods*, so that—if I discussed such needs at all—it would simply be to say that our young people could do with considerably less emphasis on the material and physical.

NEEDS ARE MORE THAN VITAMINS

But mentally and spiritually their needs are definite, and I have listed three:

First—discipline of action.
Second—discipline of mind.
Third—good leadership.

Our failure as parents to discipline our children is due, I think, in part to the faddism which is the peculiar curse of this nation. Just as millions have been oversold—often with harmful effects—on vitamins, miracle drugs, reducing diets, and now Hadacol, just so has a whole generation of parents been oversold by psychologists on *how to bring up children*.

Not so spectacularly have they been sold—but just as surely. Education courses in college, endless columns on child psychology, books for the new parent on how to rear children, and PTA meetings where educators stress the importance of applying child psychology—all these have produced, I believe, parents who are actually afraid to discipline their children. When a crisis in child behavior arises, the parent is so afraid of doing the wrong thing, thus "inhibiting" the child or giving him a "complex," he does nothing at all, or worse, attempts to apply psychology he only half understands and does it incorrectly.

The results have not been good, of course, and educators are now often unable to cope with these youngsters whose parents have failed to teach them obedience, respect for older people, and good manners. That is or should be the responsibility solely of the parent in the pre-school years, and there is no question in my mind that we have failed.

My sympathies are with the teacher when she now faces a roomful of disrespectful, undisciplined youngsters. Small wonder that some teachers walk out of the classroom to seek a job less wearing. Not until parents wake up to the fact that a completely uninhibited child is simply a badly behaved one and that it is their duty as parents to train that child will the plight of the teacher be remedied in this respect.

SAVE SOME TIME FOR THREE R'S

From a purely economic standpoint—if schools did not have to devote so much time teaching obedience and courtesy, think of the time freed for the teaching of reading, writing, and arithmetic!

Which brings me to the second need—*mental discipline*. This is largely the responsibility of our educators, and just as we parents have failed in one kind of discipline, educators have failed in the other. Too many children finish eight years of grade school plus four years of high school who cannot spell correctly, read well, solve problems accurately, or

speak grammatically. Ask any teacher of college freshmen. Ask the army or navy. Somewhere — somehow — our children are not being adequately educated.

IS SCHOOL TOO MUCH FUN?

I strongly suspect that our teachers, too, have been oversold on this psychology fad and are so busy applying the modern "learn through entertainment" method—and are so fearful of boring the child—our children *never learn to work*.

I have heard it explained at PTA meetings: "We must remember, we are not teaching arithmetic—we are teaching children." Well, I can at least agree they are not teaching arithmetic!

Actually, the sentence is a trick one and has no meaning, for the very act of teaching requires two objects. When one teaches, one teaches something—facts, truths, English, spelling, or what have you, but before the act of teaching is completed one must have another object, and that is the child—or children. So that the completed thought in sentence form is "We teach arithmetic to children," or "We teach children arithmetic."

The subject matter taught is as essential to the act of teaching as sound waves are to the ear drum in the act of hearing. I should like very much to see more emphasis placed on the subject matter being taught and considerably less on whether or not our children are having a good time in the process.

I do not believe that unless the subject matter is sugar-coated, the child will not learn. Today's educators will say to parents, "Don't worry if your child isn't learning. He will learn when he wants to and when he sees the need for it. Maybe that time won't come till the seventh grade, maybe it will be in high school, perhaps not till college. In the meantime, don't worry about it. He is being exposed to what he should learn—that's as much as you should ask of any teacher."

Nevertheless, we parents do worry when our child reaches the sixth grade and still doesn't know his multiplication tables, or when his penmanship gets worse every year, and his paper work sloppy and inaccurate.

I see no reason to wait indefinitely till he *wants* to learn. I think he should be *expected* to learn from the first grade on and that it is for the skillful teacher, with insight and understanding, to *see* that he *wants* to learn and that he *does* learn.

Maybe it will mean the giving of outside help for those who learn slowly, and extra assignments for the faster ones. Why should a teacher feel her responsibility as a teacher ends when she has *exposed* the child to a subject any more than a mother should feel her responsibility as a parent ends when she puts three meals on the table, or a father when he brings home his pay check?

The answer should not be either: "Let's go so slowly that even the slowest child can keep up." Perhaps less time spent on project units, less time spent on aptitude tests, would help. What is wrong with having *fun* in competitive spelling drills, arithmetic drills, and the reciting of memorized poetry and multiplication tables?

I think it is time the pendulum swings back a little—not all the way, of course, for so much educational progress has been good. But very definitely our children should be *put to work* in school that they may not be cheated of the real satisfaction of being able to make the wheels go round in their heads—no matter how great the effort.

WORK CAN BE REWARDING

As a last suggestion on mental discipline, our educators might well take a tip from music teachers. Anyone who has ever taught piano, and any parent who has sat by her child as he struggled with the problem of making fat little fingers do the bidding of baffling black symbols, knows that the learning of piano playing by a small child is sheer drudgery.

The first lessons—even the first year—can be made pleasant and gay, but sooner or later, especially with little boys who hear the sand-lot calling, it is mental work in its purest form. There are no short cuts. If any technical skill is to be attained, hours and hours of practice are required.

Just learning to read the notes is difficult; but if the child can be encouraged to persist, and if the music teacher persists, and if the parent *lives*, there comes a day when—lo and behold—the child finds it easier and easier and more interesting and more interesting until the advanced student will voluntarily spend hours at the piano practicing, *because he enjoys it*.

That youngster has experienced severe mental discipline. He has learned that mental effort can lead to pure pleasure.

None of us is born with a love of work. We have to learn by experience that mastering a difficult thing brings its tangible rewards such as grades and achievement tokens. At first he may work only for the reward, but in so doing he is establishing good working habits. When he has earned the rewards often enough, he will discover that he is receiving an actual thrill in the exercising of his mind—that the process of thinking and what it achieves thereby brings the ultimate in pleasure. Until young people have been taught to discipline their minds, they have not been educated.

SET A GOOD EXAMPLE

And now the third need — *good leadership*. Of all the methods of developing character in a child devised since the time of man, none has surpassed in effectiveness that of setting a good example. "Your actions speak so loud I can't hear what you say" is so true it haunts me often at night when I am prone to review the mistakes I make as a parent. Children whose parents really practice courtesy and self-control in their daily lives need no further instruction. Children whose parents deal fairly and honestly with them will themselves be fair and honest. Parents who teach their children by their own example to *defend* the *truth* and their *rights as individuals* need never fear that communism or socialism will usurp democracy.

If *every* adult under whose influence *every* child comes from his birth to manhood could be a person of intelligence, integrity, and high character, we would have no juvenile delinquency, we would have no "needs" to talk about — we would have no wars. Let us never forget—our children are what we, their *leaders*, make them.

They come into this world starry-eyed with worship for us, their parents, their teachers, their Scout leaders, their coaches, their administrators, all who share their growing years. It is for us to try all along the way to keep as few as possible the number of times they are disillusioned!

STUDY UNIT
Vol. 14, No. 6

Freedom to teach is not a vested right, but is in the interest of a democratic society as a whole.

Freedom Isn't 'Academic'

By CHARLES E. HOWELL
Department of Social Science • Northern Illinois State Teachers College

FREEDOM, like other values, has no existence in isolation. It is purposive, definitely related to other values, and not susceptible to understanding except in that framework. In many, if not most, of the discussions of the place of so-called "academic" freedom in our society, certain basic factors seem frequently to be overlooked.

Whatever freedom the teacher has in the classroom, or, for that matter, whatever freedom the minister has in his pulpit, or the editor in his newspaper, is not a vested right for him, but is given to him in the interests of a democratic society as a whole.

DEMOCRACY MEANS PERFECTABILITY

A democratic society, almost by definition, believes in the perfectability of society and of the individual within that society. It is almost an axiom that such a concept depends upon the free interchange of ideas, the sorting out of those things which seem to be good, within the framework of the accepted standards of the society, and the rejection of those things which do not fit.

Our own social system as we know it today is the result of a long period of such an interchange, beginning with those concepts out of which grew our Constitution, and coming down through a long series of amendments, judicial interpretations, and re-definitions of basic policy.

Our democracy could not long survive without such an interchange, because the limitations which are placed upon the interplay of *any* ideas inevitably spread to include limitations upon the interplay of *all* ideas.

If the children in our schools, or our citizens in their adult lives, are to be subjected only to those ideas with which someone agrees, our society is certain to become the image of the kind of society which that someone, whoever he may be, desires. Not only can we not readily combat ideas about which we know nothing, but we cannot accept those ideas which can be demonstrated to be good, if we are not to be allowed to discuss any ideas except those which relate to things as they are.

This concept of freedom is at least as old as the 17th-century beginnings of the democratic philosophy when John Milton wrote, "Let her (Truth) and Falsehood grapple; whoever knew Truth put to the worse in a free and open encounter?" The principle is as valid today as it was at that time.

It is rather obvious that the controversy over whether the teacher should be allowed to express the truth as he sees it is limited to certain fields in the curriculum as a whole. There is no attempt, *at the present*, to deny to him the right to say what he thinks in the fields of the aesthetic, the abstract, or, in most instances, the classical.

TECHNICAL FREEDOM NOT DENIED

Nor is there a great deal of effort to deny him freedom of thought in the technical fields, fields which are so highly specialized that there is but little time, and, in many cases, but little desire to relate them to the social and economic problems with which those fields are involved.

It is in those areas where basic principles are involved, where vested interests are concerned, that there is an effort to see to it that the teacher should not have the right of free expression, even if the ideas as expressed are advanced in accordance with the methods set forth in our basic law governing freedom of speech.

Not only is free expression sometimes denied to the teacher in the classroom, but whole curricula are sometimes constructed with an eye to avoiding those topics which may be distasteful to some people. Such curricular practices are as much a denial of freedom, insofar as the child is concerned, as is infringement of the freedom of the teacher to express his ideas upon subjects which are included in the curriculum.

TEACHING IS NOT ADVOCACY

It needs to be emphasized again and again that teaching about something does not mean advocacy of that something—that a student can learn about communism or fascism, or any other "ism," and thereby come to have a detestation for it—and a fear of it—that he could never have if he remained in ignorance of it.

Education, in a free society, must be based upon a rational rather than an emotional approach—and rationalism implies knowledge.

It should be clear, although very frequently it is not, that the freedom to express an opinion in the classroom, or anywhere else, does not include the right to ignore evidence and arguments contrary to the viewpoint of the person expressing the opinion.

It does not include the right to inflict opinions upon a student—but it does imply that there should be an honest study of the subject. It does not imply that the teacher should use the right of free expression to further any religious, social, economic, or political cause in which he may happen to believe. It does imply that he should be sincere, fair, and deal with the problem with full knowledge of the subject.

FREEDOM MUST HAVE LIMITS

It should also be evident (At least it is to the writer.) that any individual, be he teacher, preacher, editor, or someone else, who is dedicated to the overthrow of the form of government under which we live must not be allowed to claim the privileges of a free man. He is not a free man since he is subject to the orders of some other person. He wants to do away with the very rights under which he claims the right to speak. And such actions cannot be tolerated.

At the same time, the fact that some individual claims that some idea is communistic or fascistic does not as a matter of course make it so. The position of the National Education Association in this regard is clear—that the limit of freedom is reached when someone advocates change by any other methods than those permitted by and protected by the Constitution of the United States or those of the several states.

FREEDOM CARRIES RESPONSIBILITY

In the entire discussion of the problem of "academic" freedom, we are most likely to overlook two areas of inquiry. One, and the less important of the two, is that the freedom to speak carries with it the freedom to speak with responsibility and with knowledge. Certainly not everyone has the freedom to speak on everything because not everyone can possibly be responsible in every area of thought.

But it is the other point which is of most concern to us. That is the principle that the freedom to teach carries with it the concomitant right of the freedom to learn. And in the broader sense, the freedom of the individual to learn is directly correlated with the freedom of society to adjust itself to changing conditions.

The school is engaged in developing members of a dynamic democratic society. The boys and girls who are in our schools today are the citizens who are going to be in our voting booths tomorrow. They are the ones who are going to be called upon to make the decisions upon which our continuation as a democratic society will rest.

We have many amendments to our federal Constitution, not one of which we could have had without some freedom of expression. We have thousands of technological developments, most of which were opposed by some segment of our society. We have solved many problems in the past when there was sharp divergence of opinion—and we will continue to solve many more if we can express our ideas in words which can permit of compromise, within the framework of our basic laws.

SCHOOLS DEVELOP CITIZENS

We are engaged in our schools in developing citizens—citizens who will go forth into a busy world, beset with problems of all kinds, and who will attempt to solve those problems as free men and women, not robots whose every thought is guided by someone from above, not automatons who will forever be content with the decisions of some totalitarianism.

We need to realize that if we limit their freedom to learn about something in the classroom, we do two things: first, we make it difficult for them to deal with that thing when they encounter it as adults; and second, we encourage their curiosity to find out about it in some other way.

We need to have enough faith in the basic tenets of our democratic way of life to be sure that it will stand up in comparison with any other way. We need to realize that in a democratic society as large as ours there are differences of opinion as to how our goals may best be achieved. We need to realize that, in many instances, a change proposed by anyone is opposed to the personal interests of someone else. We need to take a positive view of the whole question of "academic" fredom—as indeed we must of any other freedom.

CHILD HAS FREEDOM TO LEARN

Within the limits set above, namely that we should not permit anyone dedicated to the overthrow of our form of government to speak freely, we must realize that we advance by the expression of ideas. We must realize that the child has the freedom to learn. We must, in the final analysis, realize that "academic" freedom is not "academic" at all—it is freedom compatible with the very essence of that way of life which we call democracy.

LIMITS CANNOT BE DESCRIBED

For any single group or combination of groups to attempt to determine, within the framework of freedom described above, what any man shall or shall not say is to deny freedom itself. And if the school is an institution devoted to the perpetuation of the democratic ideal, as it is and should be, then to deny freedom to those within it is to negate the democratic process.

The development of the school itself as such an instrument of democracy is one result of an interplay of ideas. Our public school system has developed out of what was originally an institution for the perpetuation of religious ideals, then a place for the development of an elite group, then one for the inculcation of basic skills for the masses of the people. Along the way it has added—always by the will of the people—a whole series of other functions—new skills, attitudes, appreciations, new knowledge, new habits. The so-called "Three R's" were not the beginning of the school nor was the school program ever limited to them.

SKILLS MUST HAVE PURPOSE

Any group of basic skills is only of value insofar as those skills have purpose. And the purpose of the "Three R's" in its ultimate sense must be for the spreading and understanding of ideas. An illiterate population is a static population—and one easily controlled by those who have the power to control ideas. And if the ideas to be spread are controlled ideas, even if the population is to be permitted the development of the skill to absorb them, then democracy's purpose cannot be served.

But if the ideas are not to be controlled, if they are to be free, so that he who reads may absorb them, or he who writes may spread them, then

and then only do these or any other like skills become an essential part of a democratic system.

To advocate a "return" to the "Three R's," or an emphasis upon them to the exclusion of other parts of the curriculum, and at the same time to deny to the student the free use of the skills which we want to have him develop, is an exercise in a peculiar kind of logic.

STUDENT NEEDS INQUIRING MIND

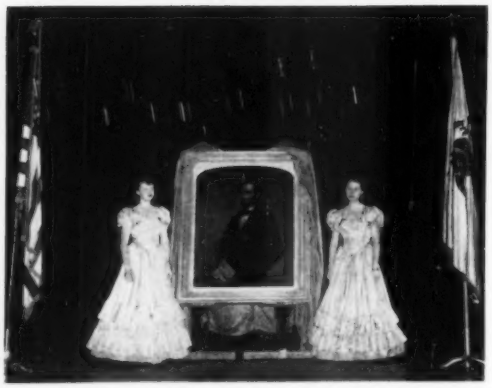
But we must be certain that in demanding for the student the right to use these skills we safeguard him in that use. We must realize that as a student, he is, or should be, in an atmosphere of *inquiry*. We should not ask or expect him to use skills which are outside the range of his knowledge or experience, or outside the degree of competence which he may have developed.

Nor should we claim that the teacher has the right to deal with materials which are outside the broad framework of the curriculum which has been established, or to insist that the student reach any particular point of view. Certainly freedom to teach does not imply that any teacher may drag any issue by the heels into the classroom, regardless of its significance or its timeliness in relation to the other work of the school.

The question of "academic freedom" is not a new one—nor is it an isolated one. It has its roots in our history and in our basic philosophy. It has taken on new meanings with each generation, manifested itself in new ways, and sometimes with new significance. But it is one of those things which "we the people" have woven into the very fabric of our society. It must be limited in regard to those who would destroy it.

EACH LINK IS IMPORTANT

It is necessary to keep in mind that he who would limit discussion in any other respect is guilty of infringement of the very rights which he claims to be trying to protect. We cannot keep our society as it is by limiting this freedom of discussion because the process of limitation in itself is an entering wedge to destruction of the democratic ideal. A weakening of one link is the weakening of the whole chain. And "academic" freedom is indeed an important link.



LINCOLN PORTRAIT which was found in the attic of Wheeler Library at Southern Illinois University was repaired and presented during the tableau, "Abe Lincoln in Southern Illinois," at SIU last March 22. At that time some mystery surrounded the picture—when was the picture painted and how did it come to Southern? Research this fall by a history student, Dolores Manfredini, seems to indicate that the students at the university bought the portrait in 1880 and presented it to the school. William Carruthers, superintendent of schools at Murphysboro, discovered the apparent source of the painting—Brady photograph No. 57 in the Lorant Collection, which seems to have been the model for the artist, A. J. Conant. The portrait had hung in the office of the president of Southern for many years until the construction of Shryock Auditorium and the resulting rearrangement, when the office became part of the art department. Since its restoration, the picture has become part of the collection of Tilton Library of Lincolniana and Americana and is again part of the history of Southern.

are schools neglecting THE GETTYSBURG ADDRESS?

According to the results of a recent survey in 10 large cities, more than seven million adults in our country have never even heard of the Gettysburg Address. Some of the typical replies:

"How should I know the Gettysburg Address? I'm a stranger here myself—just got in from Chicago." "It was a talk given by George Washington at the end of the war." "Lincoln gave it to free the slaves." "It was a debate with Douglas." "Sure—it was made at the end of the Civil War, somewhere around 1822."

"Sixteen percent of those who have heard of the speech cannot tell who the speaker was, 54 percent have the occasion wrong, 36 percent can repeat the first line and then bog down, only 15 percent even pretend to know the *most* of the Address, and guesses about the exact date range through 185 years."

SENTIMENTS STILL MEANINGFUL

The sentiments and reasoning of the Gettysburg Address are just as fresh and pertinent today as when they were uttered, four score and eight years ago:

Today, we live in a "nation conceived in liberty and dedicated to the proposition that all men are created equal."

Today, we are engaged in a great struggle, "testing whether that nation or any nation so conceived and so dedicated, can long endure."

Today, we have come to dedicate our lives in consecration to those who gave their lives that this nation may live; *today*, it is for us the living to be dedicated to the unfinished work which they have thus far, so nobly carried on.

Today, we should "resolve that these dead shall not have died in vain; that this nation, under God, shall have a new birth of freedom; and that government of the people, by the people and for the people, shall not perish from the earth."

Was it Bismarck who said, in substance, that whatever theory you wish to inculcate about government, *first teach it in the schools*? Are we teachers allowing more modern (?) material to crowd out some of the essentials of an education?

Where can we find a more complete and more beautiful statement of the fundamental principles on which the American way of life is based than these 277 words uttered, with small immediate appreciation, by our greatest American at the dedication of the Gettysburg National Cemetery Nov. 19, 1863? Can we, as teachers, allow this great classic to be *lost from the minds of Americans*?

ROY V. JORDAN, curator, Clint Clay Tilton Library of Lincolniana and Americana, Southern Illinois University.

Delegates hear legislative report by Chairman J. E. Pease. Parliamentarian, left, is Edna Siebert.

Your Business

is conducted by association representatives at the 98th Annual Meeting of the IEA.

By *FRANCINE RICHARD*
Assistant Editor, Illinois Education

DELEGATES to the 98th Annual Meeting of the Illinois Education Association in Chicago Dec. 27 to 29 put professional duty and interest above personal comfort as they braved a record snowfall and subzero temperatures to arrive in time for the first general session on Friday morning.

In spite of crowded trains and late arrival schedules, (Some insisted they had to walk to Chicago.) only 14 delegates failed to check in before the morning session, and 490 of the 491 possible delegates were certified before the afternoon session on Friday. Only Western Division failed to have 100 percent delegate attendance. The seven state officers were all present, as well as 14 past-presidents, to make a total of 511 official delegates.

'TEACHERS ARE BACK'

Earl Benedict, the sales manager for Hotel Sherman where all of the meetings were held, echoed the sentiment of Sherman employees when he said they look forward to the week between the holidays saying, "Thank the Lord the teachers are coming back."

With such encouraging support, the educators settled down to a full program and well-attended meetings.

The time between the busy schedule of meetings was used by the delegates to look over the many interesting exhibits, chat with friends and staff members, and get acquainted with some of the new delegates there for the first time.

Some of the major items of business were the election of officers (without a dissenting voice), adoption of the legislative and public relations programs, and adoption of the NEA Centennial Action Program.

But that was only a part of the work done during these three busy days. There were meetings of the various committees, divisions, sections, and other groups. Reports of many of these meetings were presented to the Representative Assembly.

Eleven discussion workshops meeting on Thursday afternoon to consider problems of particular importance to teachers were well-attended by active, interested groups.

James E. Pease, superintendent of schools at LaGrange and chairman of the IEA executive committee, was the unanimous choice for president of the association for one year, beginning July 1. Mr. Pease has been active in legislative work on the division and state level for many years, and has been state legislative chairman for the past four years.

Others elected were Miss Katherine Stapp, high school English teacher at Danville, vice-president for three years; William Carruthers, superintendent of schools at Murphysboro, member of the IEA Board of Directors for three years and chairman of the legislative committee; Marguerite Zimmermann, librarian at Springfield High School, R. V. Lindsey, superintendent of schools at Galesburg, and Virgil Judge, superintendent of schools of Edwards County, all members of the Illinois Pupils Reading Circle Board for three years; R. P. Roberts, superintendent of Iroquois County, Sam Arbuckle, superintendent of Edgar County, L. L. Atteberry, superintendent of Tazewell County, Sidney S. Hirons, superintendent of Jefferson County, and Alex Jardine, superintendent of schools at Moline, all for members of the Illinois Teachers Reading Circle Board for three years. The entire slate of candidates was elected as presented by the nominating committee.

NEW OFFICERS EXPERIENCED

Miss Stapp has been a member of the IEA legislative committee and chairman of the East Central Division legislative committee for the past three years. She has had experience in rural and elementary schools as well as on the secondary level.

Mr. Carruthers has been a member of the IEA legislative committee for 11 years, four of which he has served as chairman of the subcommittee on pupil-teacher welfare. He is a member of the Illinois Commission on Teacher Education and Professional Standards and of the Illinois Teachers Reading Circle Board. Mr. Carruthers has been superintendent at Moline for 17 years.

Reorganization of the Pupils Reading Circle Board as recommended a year ago was reported to the Representative Assembly by Irving F. Pearson, IEA executive secretary and an

ex officio member of the reading circle board. A study is being made in regard to reorganization of the Teachers Reading Circle Board.

LEGISLATION RECOMMENDED

At the meeting of the legislative committee on Thursday, recommendations were made to study further the problems of "trainable children," the staggering of board of education memberships on a basis of four-year terms, and the new revolving fund. It was suggested that cooperative study projects be carried on with the Illinois Association of School Boards and other groups with reference to the problems before the School Problems Commission.

During the legislative committee report to the Representative Assembly, Chairman Pease pointed out that the present state equalization fund of $160 is far from meeting a desirable foundation program. Although the School Problems Commission recommended that the figure be increased to $180, Mr. Pease said that increased salaries and costs would make it necessary to place the amount at nearer to $200.

"The legislature is not going to appropriate this extra money for schools," Mr. Pease said, "unless they feel that we are doing a good job in the classroom. . . ."

A report of contributions for the IEA Centennial Building Fund disclosed that $4013.95 had been received as of Dec. 22. Since many of the divisions were unable to get their campaigns under way before the previously set deadline of Jan. 1, the finance committee recommended that the deadline be extended and that cleanup campaigns be held early in 1952.

EXPANSION MEANS ADDITION

Edith T. Wentworth, chairman of the building fund committee, explained to delegates that the rapid growth of the IEA in recent years and the expansion of its services has made an addition to the headquarters building necessary. She advised them to study pictures in the exhibit and to visit the headquarters building so they would realize how crowded conditions are.

TELL OTHERS OF NEED

Miss Wentworth urged the delegates to tell the teachers they represented of the need for the addition, and said they could show their pride in their profession by making this addition possible by 1953. It was pointed out that present building plans call for little steel, and it is possible that construction can go ahead as soon as the money is in.

Brown County teachers have contributed 100 percent to the Building Fund, as have the teachers of the Harrisburg city schools.

The need for publicizing the IEA code of ethics was brought out during the report of the public relations committee and also the report of the Commission on Teacher Education and Professional Standards.

Ruth Ann White of Rockford, chairman of the subcommittee for promoting the code, reported that results of a questionnaire sent out by that subcommittee indicated that many teachers do not know enough about the code, but that most teachers feel the need for a code to work by. A severe indictment of the profession was made in the number of responses to the questionnaire which indicated that many teachers do not render full service to the children, the community, and the profession. (See page 217.)

THE IEA BOARD for 1952-53 will include two new members who were elected at the 98th Annual Meeting, Katherine Stapp of Danville and William Carruthers of Murphysboro. Standing, left to right, are Miss Stapp, who will be third vice-president; Olin Stead, second vice-president; and Mary LeMay, first vice-president. Seated are Mr. Carruthers, new legislative chairman; Paul Street, public relations chairman; James E. Pease, the new president; and Mabel Schwarz, finance chairman. New members will take office July 1.

CODE NEEDS PUBLICITY

Plans to publicize the code centered around a filmstrip (possibly in color), presentations of a dramatization of the code, and framed copies of the code to be available for purchase. The Commission on Teacher Education and Professional Standards (which Chairman Bertrand Smith insisted was the "hardest working organization in the IEA") suggested cooperation on the filmstrip, which would present the code of ethics as part of a professional concept of teaching.

NEA membership in Illinois increased 1235 last year, to make a total membership in the state of 25,911. This fact was brought out in the report by J. Lester Buford, NEA director for Illinois. He urged that NEA division directors be made delegates to the NEA convention and that county directors be made state delegates. This plan, Mr. Buford suggested, would increase the status of the directors, increase interest in NEA, and subsequently increase the membership in NEA. Although Illi-

DELEGATES to the 98th Annual Meeting in Chicago, braving ice and snow and late trains, numbered an official 511, including 490 of a possible 491 division delegates, seven state officers, and 14 past-presidents. Only one division was not 100 percent. Here delegates follow the printed resolutions closely as reports are made during the business sessions of the Representative Assembly in the Hotel Sherman's ballroom. Pres. J. A. Mann (inset) wields the gavel. When delegates insisted that clocks be stopped during Saturday's final session so they could hear the complete text of the president's address, Mr. Mann argued that he could not stop his own watch. He relented, however, and obliged with his stimulating talk on "The Greatness of Teaching." Excerpts are presented on page 221.

DIVISION DELEGATION meetings were held Thursday afternoon, Dec. 27, during the IEA Annual Meeting at Hotel Sherman in Chicago, so official delegates of the 18 IEA divisions could be certified and division policies could be formulated with regard to items of business to be discussed during the Representative Assembly sessions on Friday and Saturday. At the top is Southeastern Division; in the center, Mississippi Valley; and at the bottom, Western.

All Annual Meeting pictures (pages 209-221) by W. Stewart Williams of the IEA staff.

nois is now fourth in the total NEA membership in the United States, it is but 23rd in the percentage of teachers who are members.

Mr. Mann, in his president's address to the delegates, lauded the Southeastern Division for its IEA-NEA membership: This division now has more IEA-NEA members than there are teaching positions in that division.

NOT ALL WORK AND NO PLAY

Since all work and no play has long been recognized as a formula for molding dullards, delegates relaxed Friday evening to enjoy a banquet and a social evening of dancing, card playing, and square dancing.

The banquet speaker was Cong. William E. McVey, who cautioned the educators that they must set their own house in order, that persons outside the profession would not feel the necessity of doing it for them. Mr. McVey also urged a positive, constructive approach for meeting criticism of the profession, and that is to teach the American way of life and hope and confidence in the democratic procedures.

Congressman McVey donated the $100 honorarium for his address to the IEA Centennial Building Fund.

Toastmaster at the banquet was Paul J. Misner, superintendent of Glencoe elementary schools. Jane Anderson and James Jaskoviak, students at Joliet Junior College, sang several selections, accompanied by Marguerite Simpson, also a Joliet Junior College student.

MISS WENTWORTH ACCEPTS KEY

After the introduction of banquet guests, President Mann presented the past-president's key to Edith T. Wentworth, immediate past-president of IEA. Miss Wentworth accepted the key "as a symbol of the IEA—the Intelligent, Earnest, Alert teachers of Illinois," without whose support and loyalty the president could not do an efficient job.

Division presidents, in a meeting Thursday afternoon, considered the problem of size of the divisions. Some of the divisions seem to have grown so large that meetings are not well attended. President Mann reported that a committee has been appointed to study the problem.

The Representative Assembly at

DISCUSSION WORKSHOPS were well-attended by interested, active delegates during the group meetings on Thursday afternoon, Dec. 27. Some of the groups were: 1) curriculum and the school program; 2) national and international relations (Leaders at the table: E. E. Keener of Chicago, chairman of the international relations committee; Chris De Young of Normal, until recently a Fulbright lecturer in India; and M. Fern Slusher of Moline, also a member of the international relations committee.); 3) public relations and the IEA centennial; 4) school reorganization and related problems (At the table: Ralph Arends of Bloomington; Noble Puffer of Chicago; Forest Shoulders of Robinson; Samuel Bishop, assistant superintendent of public instruction; and W. A. Stoneking, IEA research assistant.); and 5) moral and spiritual values.

EXHIBITS on display during the 98th Annual Meeting included this pictorial presentation of the growth in staff and services of the IEA and the increasing need for an addition to the headquarters building at Springfield. Other exhibits displayed by the sections of IEA and many of the schools in Illinois emphasized the work the schools and the profession are doing to prepare the boys and girls of today to meet the problems of tomorrow.

the final business session directed the IEA board of directors to make a study of the reorganization of divisional areas.

The report of the committee on public relations was adopted by the Representative Assembly with some changes and additions. (See page 215.)

CONSIDER CONSTITUTIONAL CHANGE

The Representative Assembly reconsidered an amendment to the IEA constitution, proposed at the 1950 Annual Meeting and subsequently ratified by all but one of the 18 divisions, thus becoming effective. The amendment limits active members to persons engaged in educational work "in public schools and colleges" in Illinois. The assembly proposed that this restricting phrase be removed, and instructed the board of directors to interpret the phrase as liberally as possible, until action on the amendment can be taken by the divisions.

Ruth Ann White, representative of the NEA Department of Classroom Teachers on the US Commission for UNESCO, urged that every division study and adopt the UNESCO coupon plan and support a project overseas. Miss White said if teachers will write to Mrs. Elizabeth Beeson, UNESCO, United Nations, 42nd Street and First Avenue, New York 17, they will receive more information on the coupon plan.

Edward E. Keener, chairman of the committee on international relations, gave a report of the nine items which the committee has considered during the year.

Miss Edith T. Wentworth, chairman of the committee on moral and spiritual values, gave a report of the work of that committee and of its recommendations to the Representative Assembly.

These committee recommendations are presented elsewhere in this issue.

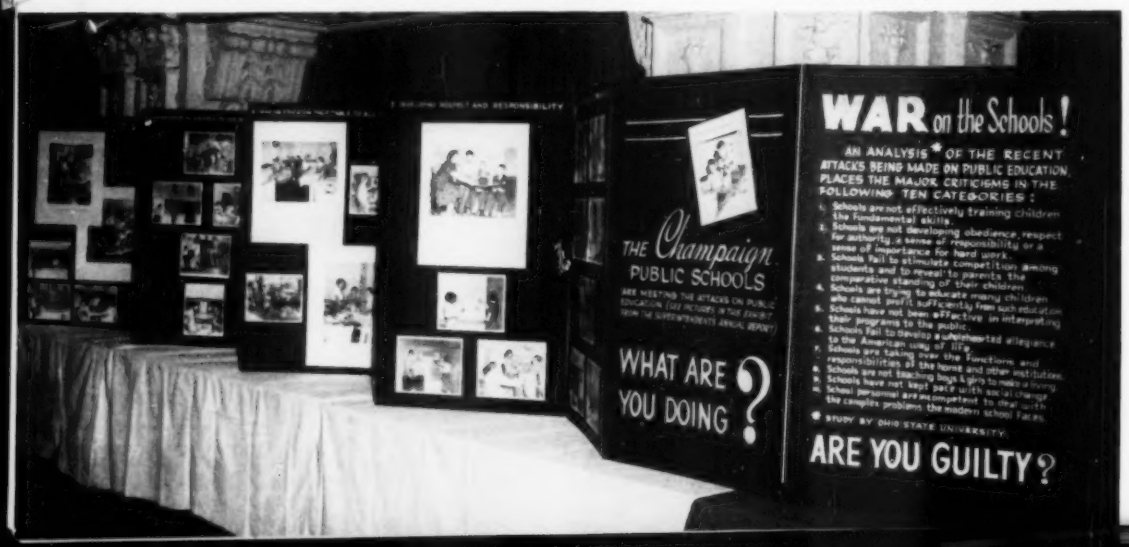
SECTION PRESIDENTS REPORT

All of the section presidents were not able to be present for the meeting, but reports were made by the three presidents who were there.

During the Saturday morning business session, delegates heard a radio adaptation of "As Written in the Code," a dramatization of the teachers code of ethics. Written by Charles E. Howell, the dramatization was first presented at Northern Illinois State Teachers College as a pageant.

The radio presentation was under the direction of Rex King of radio station WBEZ and the Chicago Radio Council. The cast included members of the Central Radio Workshop and the staff of WBEZ. Music, by part of the orchestra of Lane Technical High School, was under the direction of George Snyder.

ATTACKS on the schools must be met by the schools, and these in-class pictures show how the Champaign schools are teaching fundamentals, developing respect and responsibility, stimulating competition, educating all children, interpreting progress to the public, teaching the American way of life, preparing students for making a living, and keeping pace with social change—an effective answer.



NEED for new type schools and equipment and changes in curriculum content was emphasized in this exhibit at the 98th Annual Meeting. The Three R's which were taught in the little one-room school at left might have met the needs of boys and girls in a simple, rural community. But the youth of today's complex world need to know many things—such as social living, moral and spiritual values, the democratic way of life, world economy, and the conservation of resources. These things can best be taught by different methods and equipment, in different types of classrooms—such as can be had in the functionally-designed school building at the right.

Counterattack *against 'front' groups included in PR resolutions*

A RESOLUTION welcoming honest criticism of the schools but denouncing irresponsible attacks, and another directing that plans be made for proper observance of the Illinois Education Association centennial in 1953 are new additions to the report of the association's committee on public relations.

The report was accepted, with minor changes and additions, by the Representative Assembly at the 98th Annual Meeting of the IEA in Chicago Dec. 27 to 29. One addition was a definition of a "front" organization.

The new resolutions, as adopted, are printed below.

Attacks Upon the Schools—The Illinois Education Association believes in and welcomes honest and constructive criticism, but condemns general and irresponsible attacks upon the schools. It denounces attacks on schools, their teachers, and administrators by "front" organizations. [We designate a front organization as one which does not actually represent a bonafide membership of persons who have in good faith assumed their individual responsibilities in the organization (such as regular dues payment and participation with equal voice in its decisions), and which serves as a "screen" or "front" for purposes the organization does not frankly and directly promote.] The association urges that these unwarranted attacks be countered through the efforts of thoughtful teachers, parents, and others, working cooperatively toward the improvement of the public schools.

Preparations for Centennial Observance—The Representative Assembly authorizes the officers, committees, commissions, and sections of the Illinois Education Association to proceed with plans for the proper observance of the centennial of the association beginning Dec. 26, 1953. It furthermore advocates the dissemination of information regarding the history, program, and achievements of the association prior and subsequent to said date to the end that the teachers and other citizens in Illinois may learn about and further appreciate the remarkable services, contributions, and achievements of the association throughout the century.

Appreciation was expressed to the School Problems Commission, the 67th General Assembly, and Gov. Adlai E. Stevenson "for their friendly consideration of the needs of our schools and for the substantial improvements in school legislation enacted in 1951." Appreciation and gratitude were expressed to M. H. Detweiler of Zeigler, who retired recently after "long and valuable service to the teachers of Illinois as a member of the State Teachers Retirement System."

The assembly again adopted, in essentially the same wording, resolutions passed in 1950 regarding national security, preservation of democracy, education as related to world peace, educational opportunities for youth, mid-century fundamentals and a pre-centennial evaluation, child labor laws, professional needs, equal rights, teacher recruitment, social security, federal support, limitations on federal taxes, professional responsibilities, promoting the code of ethics, school reorganization, housing, national board of education, nonsegregation, FM radio and television, and service recognition.

EXHIBITS at the 98th Annual Meeting emphasized the work schools are doing to prepare the youth of today to meet the adult world of tomorrow. Many interesting displays told pictorial stories of distributive education classes, business-education days, cooperative art and music projects, workshops combining school and community, vocational guidance work, and citizenship education. One display demonstrated how student, faculty, and community efforts helped pass a school bond issue; another showed how diversified occupations classes help students "earn while they learn"; still another pictured sharing with others to enrich one's own learning.

Elective State Board *is added to IEA legislative goals*

AN ELECTIVE state board of education was added to the legislative goals of the Illinois Education Association during its 98th Annual Meeting at Hotel Sherman in Chicago Dec. 27 to 29.

The Representative Assembly made this addition to the report of the committee on legislation, which was otherwise adopted as presented. The adopted report follows:

PUPIL-TEACHER WELFARE

1. To clarify and improve the law relative to the length of the minimum school year.

2. To improve as needed the laws on certification, retirement, tenure and continuing contract, sick leave, equal pay, and minimum salary for teachers.

ADMINISTRATION AND ORGANIZATION

1. To provide for a continuing state commission to study school problems.

2. To promote organization of school districts into units of administration, supervision, support, and attendance capable of maintaining adequate educational programs.

3. To include all territory of the state in districts actually operating four years of high school and in districts actually operating schools for elementary grades, preferably in 12-grade districts.

4. To eliminate school township boards of trustees and transfer their duties to the county boards of school trustees; to eliminate the office of school township treasurer and provide for that of county school treasurer, permitting larger school districts to designate their own treasurers; and to liquidate township loanable funds with assets totaling less than a stipulated amount (possibly $10,000), and to place, with certain exceptions, the remaining township loanable funds under the administration of the county board of school trustees.

5. To clarify the financial involvements resulting from reorganization, with special reference to bond issues and assets and liabilities.

6. To authorize county superintendents and boards of school trustees to hire qualified accountants to assist in the auditing of school accounts, to provide for the payment of fees for such services, and to provide that school trustees and county superintendents of schools may accept certified public accountants' reports on local districts' accounts.

7. To further codify and revise the school code for purposes of clarification, simplification, and uniformity.

8. To establish an elective state board of education.

SCHOOL FINANCE

1. To increase the state distributive fund until the amount contributed by the state to supplement local support shall fully guarantee an adequate foundation program.

2. To provide adequate state financial assistance for pupil transportation, for the school lunch program, for excess cost in the education of atypical children, and for vocational education.

3. To provide adequate state financial assistance for junior colleges.

4. To provide adequate support for the education of children in state institutions; for the state institutions of higher learning; and for the Office of the Superintendent of Public Instruction.

5. To provide more adequate sources of revenue, including a graduated income tax, fair assessment of both tangible and intangible property, and any legislation necessary to provide for the efficient collection of taxes, both current and delinquent.

6. To provide for the prorated distribution to the original taxing bodies of all penalties and interest on delinquent taxes.

7. To require school tax objectors to file copies of objections with the county clerk, the state's attorney, clerks of the taxing bodies, and the county superintendent of schools (in the case of schools); to provide that state's attorneys shall defend tax bodies in tax suits, unless the local bodies elect to employ their own attorneys; and to require a 10-day notice prior to the hearing on the tax objection suit.

8. To authorize any school district to levy a special tax, based upon referendum, for the purpose of furnishing textbooks without cost to the pupils of the district.

9. To provide federal aid to public schools without federal control, and to authorize state acceptance of any new federal aid granted to public schools and to provide for its distribution.

10. To provide state aid for the construction of school buildings on an equalization basis.

11. To provide for advertising and public bidding in the case of the sale of school bonds.

12. To provide for reasonable financial support for school systems which serve the children of families that live in trailer coaches through legislation which will require a fair share of such support from trailer camp operators.

LEGISLATION TO BE OPPOSED

The Representative Assembly also recommended that the following legislation be opposed:

1. State adoption of textbooks.

2. Any further limitation on the total tax rates levied against property unless and until other adequate and dependable sources of revenue are provided.

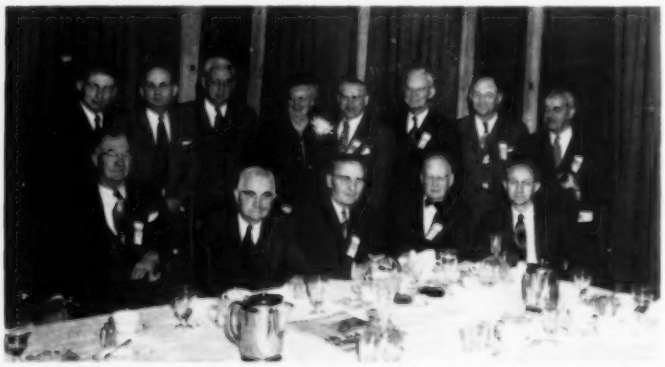
3. Further state legislation increasing instructional obligations unless provision is made for adequate financing.

4. Any legislation which would substitute the present social security program for the Illinois teacher retirement systems.

5. Any legislation interfering with citizenship activities and professionalism of teachers.

6. Legislation merging the educational and building funds.

The assembly recommended that the association instruct the legislative committee and the members of the staff to advance this program in its various parts and as a whole as expeditiously as is possible, and that it designate the executive secretary, Irving F. Pearson, as official representative and authorize him and his staff to represent the association in all matters of legislation, working under the general direction of this committee or its executive committee; and instruct them not only to prepare or have prepared the necessary bills to cover this program of legislation, but also after the introduction of such measures to support and defend them.



PAST-PRESIDENTS who were honored at breakfast on Friday, Dec. 28, are, standing, left to right, W. R. McIntosh, 1945; J. Harold Voshall, 1947; Orville T. Bright, 1941; Edith T. Wentworth, immediate past-president; Pres. J. A. Mann; E. E. Keener, 1949; Edward H. Stullken, 1944; and Paul A. Grigsby, 1948. Seated, left to right, are W. C. Handlin, 1943; Noah Mason, 1934; K. D. Waldo, 1921; B. F. Shafer, 1940; and Russell Malan, 1947.

What they don't know won't help them. Questionnaire shows that

Code Needs More Publicity

TEACHERS CODE is dramatized in a mock radio presentation at the 98th Annual Meeting of the IEA during the Saturday business session of the Representative Assembly. "As Written in the Code," with script by Charles E. Howell, was first presented at Northern Illinois State Teachers College as a pageant. The radio presentation was under the direction of Rex King and the Chicago Radio Council, with the cast made up of members of the Central Radio Workshop and the staff of radio station WBEZ, owned and operated by the Chicago board of education.

Teachers in Illinois need a code of ethics, but not enough of them are aware of this need, and not enough of them know about the code which was adopted by the IEA a year ago. The code needs to be publicized in interesting ways so teachers and administrators will know it, believe in it, and practice it.

These conclusions were arrived at as a result of a questionnaire on ethical practices prepared and distributed by the subcommittee on professional relations of the IEA public relations committee. Paul Street, the committee chairman, presented findings of the survey to the IEA Representative Assembly meeting in Chicago Dec. 27-29.

The questionnaire, somewhat general in scope, was sent to some 250 division officers, governing committee chairmen, and local association presidents. Of those sent out, 139 were returned.

HOW TO PUBLICIZE CODE

One of the suggestions made for publicizing the code of ethics was presentation of the dramatization, "As Written in the Code," which was presented at Northern Illinois State Teachers College homecoming and the Rock River Division meeting. Written by Charles E. Howell of the social science faculty of Northern, the script shows how the code may be applied to actual in-class and out-of-class situations. The script was presented as a radio sequence by the Chicago public schools radio workshop during the IEA Annual Meeting.

Other suggestions were a filmstrip portrayal of the code to be made by the IEA and framed copies of the code to be put on sale. The Commission on Teacher Education and Professional Standards made a similar recommendation concerning a filmstrip, so the two groups will probably work together on that project.

Although the majority of answers to the questionnaire indicated a respect for ethical standards and practices by the teachers of Illinois, enough of the answers were unfavorable to point to a need for wider publicity of the code and continued study and discussion of it by teachers, parent groups, and administrators. One teacher commented, "We tell ourselves but not the public. . . ."

A sizeable percentage of unfavorable answers was received to questions concerning teachers' failure to keep professional confidences, not rendering full service to the children, failure to respect the responsibilities of others, and decrying the profession and bringing it into poor repute with the public.

Comments on the questionnaire indicated some of the reasons for these answers might be overcrowded classrooms and heavy teacher loads, failure on the part of personnel to make duties clear, and a mistaken feeling that administrators are not included in the code.

THEY REALIZE RESPONSIBILITY

Questions which were answered very favorably included those concerning academic freedom in the classroom, an attempt on the part of teachers to maintain and improve their professional efficiency, and an attempt to improve the quality of preparation of those entering the profession.

Comments indicated that teachers who become more interested in their professional associations on the local, state, and national level become better teachers, and that the code helps them to become "responsibility conscious."

Moral and Spiritual Values Emphasized

The IEA Representative Assembly at the 98th Annual Meeting in Chicago, adopted the following recommendations of the special committee on moral and spiritual values:

1. That the Illinois Education Association recognize the need for greater emphasis on moral and spiritual values in the total program of the school.

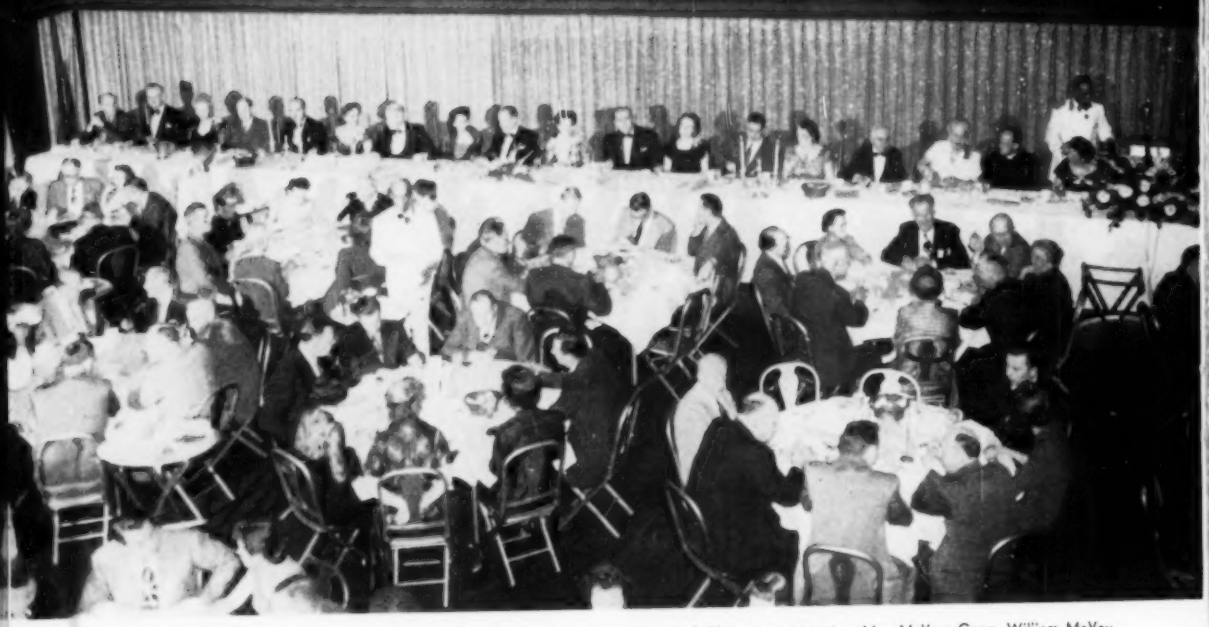
2. That the IEA recommend to the Illinois Association for Supervision and Curriculum Development that in all curriculum studies special emphasis be given to source materials through which moral and spiritual values may be developed.

3. That the IEA committees and sections use their resources to make every Illinois teacher cognizant of his responsibility for guidance of Illinois school children toward a greater appreciation of moral and spiritual values.

4. That teacher-education institutions in Illinois make their on-campus and extension courses more functional by providing offerings in materials and methods relating to moral and spiritual values in the public schools.

5. That the committee on moral and spiritual values be authorized to continue its work during the ensuing year.

The report of the committee on moral and spiritual values was presented by the chairman, Miss Edith T. Wentworth of DeKalb.



BANQUET GUESTS seated at the speakers table above and at right are, left to right, Wendell Kennedy, IEA public relations assistant; Irving F. Pearson, IEA executive secretary; Mrs. Pearson; Lowell Belcher of Gibson City, treasurer of Illinois Elementary School Principals Association; Noble Puffer, Cook County superintendent of schools; Mrs. Puffer; Rollin Brooks, president of the LaGrange board of education; Mrs. Brooks; Herold Hunt, superintendent of Chicago schools; Mrs. Hunt; E. H. Mellon of Champaign, president of Illinois Association of School Administrators; Louise Sullivan of Joliet, IEA first vice-president; Richard Browne of Springfield, educational coordinator of Teachers College Board; Helen Ryan, IEA field assistant and NEA director; Cong. Noah Mason of Oglesby, IEA past-president; Edith Wentworth of DeKalb, IEA immediate past-president; the Rev. Harmon McGuire of Chicago, president of the Illinois Synod of the United Lutheran Church in America; Mrs. Misner; Paul Misner of Glencoe, toastmaster; Mrs. McVey; Cong. William McVey of Harvey, banquet speaker; Mrs. Pease; James Pease of LaGrange, IEA executive committee chairman; Mrs. Mann; Pres. J. A. Mann of Lawrenceville; Mary LeMay of Ottawa, president of Illinois Association of Classroom Teachers and IEA second vice-president; Vernon Nickell, state superintendent of public instruction; Mrs. T. H. Ludlow of Riverside, president of the Illinois Congress of Parents and Teachers; Robert Cole of Springfield, executive director of Illinois Association of School Boards; Mabel Schwarz of Hinsdale, IEA finance committee chairman; Olin Stead of Carrollton, IEA third vice-president; Gerald Smith of Moline, president of Illinois Secondary School Principals Association; Mrs. Street; Paul Street of DeKalb, IEA public relations chairman; Ralph Arends of Bloomington, president of Illinois Association of County Superintendents of Schools; and J. Lester Buford of Mt. Vernon, NEA director from Illinois. About 600 persons, delegates and other educators, attended the banquet.

GROUP SINGING during the banquet is aided and abetted by guests at the speakers table. But Cong. William E. McVey, at far right, steals a peek at his upcoming speech. A former teacher and administrator, Mr. McVey told what happens when "An Educator Goes to Washington." He said some of the current attacks on education are justified, and urged educators to set their own house in order to prevent others from doing it for them.

VOCALISTS Jane Anderson and James Jaskoviak, taking a cue from Chicago's record snowfall, interpret a winter sleighing song for the banquet-goers, complete with jingling bells and mittens. They were accompanied by Marguerite Simpson. All three are students at Joliet Junior College.

We Aren't Perfect, *so why don't we admit it and ask people who criticize us to help us improve?*

Excerpts from a talk to the IEA Representative Assembly by J. Lester Buford of Mt. Vernon, one of two NEA directors from Illinois.

I HOPE we are going to be willing to render to our profession the kind of service it is entitled to. Many times we speak of the lawyers and the doctors and the fact that we would like to be in the same class with them.

I called Dr. Andy Hall last week. He is 86 years of age. He is still practicing medicine. I said, "Dr. Andy, what are the organizations that you belong to—the professional organizations that you belong to—and what are the dues?"

DOCTOR PAYS $74 DUES

He said, "I belong to the Jefferson County Medical Association, that is $10; the Southern Illinois Medical Association, that is $4; the General Practitioners Organization, that is $10; State of Illinois Medical Association, that is $25; and the American Medical Association, that is $25."

Then I said, "Dr. Andy, about what do the magazines and books that you subscribe for and buy in connection with your profession cost you each year?" He is 86 years of age, I am telling you. He said, "Well, I spent no less than $75 last year on books and magazines." He opened a book and said, "Buford, if they had known a few years ago what I know now it would not have been necessary for the Alton Giant to die."

I called a young attorney and said, "What are the organizations that you belong to? What are the dues, and what do you spend for books and reports in connection with your profession?" He said, "Our organizations are not so expensive and we do not belong to too many of them: The Jefferson County, $5; State of Illinois, $5; Bar Association, $25."

But he said, "There are two in the firm and each year we set aside $500 for the purchase of books—professional books and magazines and reports in connection with our work."

I am anxious that we render professional service. We have some shortcomings. Why don't we admit those shortcomings, instead of bristling up any time anybody says anything about those shortcomings, instead of trying to justify the fact that we don't have them?

ABOUT THOSE FUNDAMENTALS

When somebody comes to my school and says, "You do not teach the fundamentals as well as they used to be taught," I agree with that person and say, "We certainly do not teach the fundamentals as well as we want to teach them, and we want your help on this program. We want you to come to the school and talk with us on that." We are doing a pretty good job teaching the fundamentals because we are centering on those things. We get that person into

(Continued on page 226)

Continuing Program Proposed by Commission On Teacher Education

The IEA Commission on Teacher Education and Professional Standards, in a report presented to the IEA Representative Assembly by Chairman Bertrand L. Smith of Oak Park, proposed its continued adherence to a program of study and action in matters of teacher recruitment, selection, preparation, certification, standards of professional conduct and services, and standards in the accrediting of teacher-education institutions.

It also made the following recommendations, which were adopted by the Representative Assembly:

1. Continued efforts in cooperation with teacher-education institutions in research and study pertaining to programs and practices of guidance and counseling toward and in teacher education and toward a continuous curriculum-improvement program for teacher education in Illinois.

2. Implementation of the recommendations of the new IEA code of ethics for teachers, particularly as it applies to employment procedure and contractual services.

3. Acceptance and implementation of the findings and recommendations of the NEA Conference on Teacher Education and Professional Standards as determined at the Palo Alto (Calif.) preconvention conference.

4. Expansion of off-campus student teaching and experiences for high school students with pupils in local classroom situations.

5. Authorization of the commission to complete and publicize its findings relative to reasonable teacher load.

6. The development of local, county, and divisional organization and procedure toward professional action relative to violations of teacher ethics and practices.

7. Continued efforts to raise the salary levels of professionally trained and experienced teachers to those recommended by the National Education Association.

8. Authorization to the commission to assist in the correlation and coordination of all efforts to raise professional standards and improve teacher education in Illinois.

9. Authorization to the commission to continue its work during the coming year.

SOCIAL ACTIVITIES after the Friday night banquet adds balance to the hard-working delegates' routine as they enjoy 1) card playing, 2) square dancing, and 3) ballroom dancing. 4) The editorial staff, with several energetic helpers, assemble the Annual Meeting Supplement, which delegates receive 5) as they leave the last general session Saturday morning. The supplement, with the printed reports and recommendations, gives a resume of business conducted and aids delegates in making a full report of the Annual Meeting to members at home.

The Greatness of Teaching

The IEA and NEA slay the little giants that besiege us, and free us to enjoy the beauty of working with children.

Following are excerpts from an address by Jewell A. Mann, president of the Illinois Education Association, at the final session of the IEA Annual Meeting in Chicago Dec. 29:

SOMETIMES the job seems endless and hopeless. Then a child breaks through the bounds of failure to discover for himself an old, old truth anew. That will be the day when the teacher's heart overflows with wonder and wellbeing. The wonderful greatness of teaching is indeed a reality.

For the greatness of teaching is beauty—the beauty of a little brown-eyed boy with a runny nose and a glorious smile. The greatness of teaching is love—love of one another as a tiny, poorly-clad bundle of sweetness clasps the hand of her teacher with loving tenderness before leaving for the day. A memory of beauty and love becomes creative, creating a soul for eternity. The greatness of teaching is understanding—understanding of the wonder of human growth, of human companionship, not from books, but from budding lives right in our classrooms. Yes, the greatness of teaching is the love of a little child, of boys and girls, young men and young women.

Surely, little things besiege us and in their persistence they grow to be giants. Salaries, working conditions, brats, tenure, and retirement are but some of the little things in your mind. I know that the so-called little things may, and often do, drive out the beauty, the greatness. We get lost in them, and being lost, we no longer know the children who depend upon us.

ASSOCIATIONS SLAY THE GIANTS

It is the immediate job of our IEA and our NEA to slay the giants and free us for our life work. No one can deny but that these twin powers have done a truly remarkable job. And that without all of us to help. Some of us refuse to pay our dues, moaning, "What has the IEA, or the NEA, ever done for me?" Take a look at the record, the politicians say. Well, OK, take a look at the record. What do you see? An average salary of $3600, a minimum of $2400 paid to teachers of Illinois. Possibly the best retirement system in the nation. A tenure law which protects against unjust dismissal and a vigilant IEA and NEA that see to it that the law is observed in every village in every state. State aid totaling $150,000,000, a figure none of us would have believed could be attained five years ago. All this for $4.20. Yes, $4.20 is what it costs most teachers in Illinois for their state association. The average dues paid are $6, and 30 percent of the dues remain with your division.

Where else can you get so much for your money? And there's the ILLINOIS EDUCATION magazine thrown in for good measure. Yes, and there is the most reliable educational research department in Illinois; a public relations department constantly turning out materials to make your job easier; and field workers to help with problems right at home. Santa Claus has truly been good to us. God has been on our side even though all of our fellow teachers have not.

SOUTHEASTERN BELIEVES IN UNITY

Here I want to pause and ask that all delegates from the Southeastern Division stand. These delegates represent a division with more IEA-NEA members than there are teaching positions in the division. Our average salary is far below the $3600 level. We do not come from the favored area of the state. But we do believe in unity. We believe in pulling our share of the load. We do believe in our chosen profession. We do believe in the greatness of teaching and we are proud to be teachers.

We want a strong IEA, a strong NEA. We know that to be strong we must have a top-ranking, capable staff. We know that to be strong we must be adequately financed. We know that to house our staff and our activities, we must have an adequate building. We believe that with these things we can dispel the little giants and guarantee the greatness of teaching. For this we pay unified dues, the only division with more IEA-NEA members than it has teaching positions, and we urge you to support unified dues in your division until the goal is attained.

And here we leave the "little" things behind. We must of necessity overcome them. We must put aside all childish fears, all needless bickering, all disputes that divide and weaken to form a great and united profession, one of which we will all be proud.

THAT "a classroom teacher can do as good a job as president of our Illinois Education Association as any administrator" was capably demonstrated by Edith T. Wentworth of DeKalb in 1950-51, J. A. Mann, present president, declared as he presented Miss Wentworth a past-president's key during the Annual Banquet Dec. 28. He said he hoped other teachers would be encouraged to become actively concerned in the affairs of the association and become leaders. Miss Wentworth insisted that the real power of the association is in its membership—"the Intelligent, Earnest, Alert teachers of Illinois."

As this profession emerges, we find it more concerned with the responsibilities that go with the education of children. We turn our attention, our full strength, to creating the godlike in our children. Curriculum, method, child psychology, therapy, child growth and development, guidance, teaching for meaning become our major concerns. To build lives of beauty and strength and courage with moral and spiritual value—that's the supreme goal. These must be the functions of our professional organization.

KNOWLEDGE NEEDS RELATIONSHIP

After all, it is not in reading and writing and arithmetic—the Three R's—that the child learns. Any knowledge which he learns must be understood in its relationship to all men and used to his own and to their betterment. As teachers we must be specially qualified to teach these relationships, to interpret knowledge in terms of social goodness, to integrate skills with character. Not only must teachers realize the true function of teaching, but society must recognize and reward it. Thus the roses are rid of the thorns that prick and worry.

There can be no more important task than the professional privilege of preparing human beings for the art of living. It is a task which demands qualities of the highest order. It demands consecration, love for mankind, individually and collectively. It raises the teacher above all others and yet he must in deep humility live right on a level with all others, even as he exemplifies the best in human behavior.

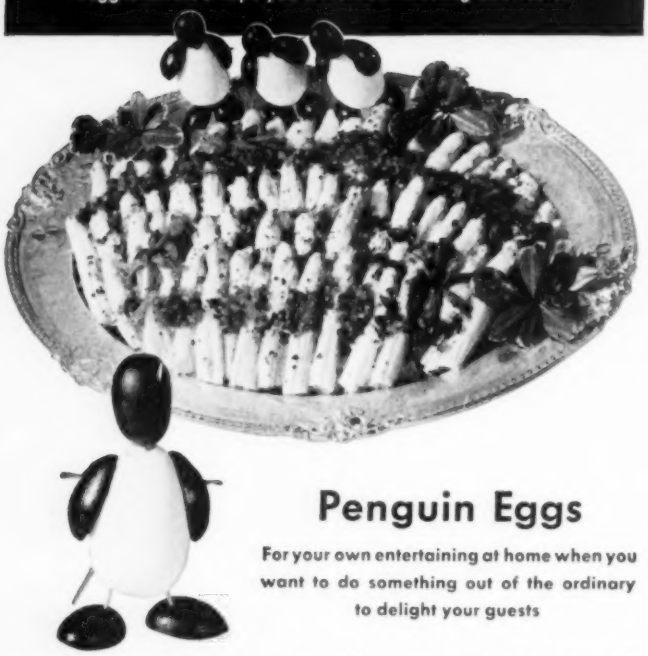
OUR CAMPS MUST UNITE

No other period in history has ever laid at the feet of educational statesmanship a greater challenge. If educational leadership is to rise to the occasion, if schools and institutions of higher learning are to meet their social obligations, there must be unity of purpose and unity of action. In the face of this great need, we find ourselves divided into many camps—public education versus higher education, professional organizations versus unions, classroom teachers versus administrators, elementary teachers versus high school teachers. The result is too often confusion and failure. We must agree upon both fundamental purpose and the ways and means. We must unite in one great professional organization, the only divisions to be within the group for the purpose of expediting action. The NEA, the IEA, and the local are merely parts of the whole, as are the IASA, ISSPA, IESPA, IACT, and other affiliated groups.

The challenge to those who teach will be to develop in men the moral courage, the strength of will, and the social insight required of them to solve the conflicts of our day and their day and to work out cooperatively the design of a more just and humane society. When we develop the courageous leadership now latent within our profession, in the person of the classroom teacher, we will be on our way.

NEW HORIZONS FOR TEACHERS

Suggestions we hope you will find interesting and useful



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Be sure the olives are the "colossal" size and, if you can get them, it's nice to have them already pitted.

Each penguin requires a whole olive for head, halved pitted olives for feet and flippers. Peel hard boiled eggs and chill for firmness. With 2 tooth picks make legs and affix feet. Put 3rd pick into back, slantwise, to form tripod so bird can stand alone. Stick 4th pick through egg to hold on flippers. Run 5th pick through olive on the slant so one end sticks out for a beak and spear other end into top of egg for head.

The Salad is white jumbo (or green) asparagus. Use French dressing with finely chopped pimientos and piccalilli.

According to occasion, have bird hold aloft heart, birthday candle or flag.

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School Problems Commission Sets Public Hearings

The new School Problems Commission created by HB 1159 was organized at a meeting at the LaSalle Hotel in Chicago Jan. 22, and has begun the holding of public hearings.

Four public hearings have been set, each to begin at 10 a.m. They will be held Feb. 7 at Springfield (in one of the state buildings); Feb. 21 at Rockford; March 6 at Carbondale; and March 13 at Chicago (in the hearing room of the Chicago board of education).

OFFICERS ELECTED

Officers of the commission are: chairman, Rep. Charles W. Clabaugh of Champaign; vice-chairman, Sen. Robert W. Lyons of Oakland; and secretary, Rep. Harry W. McClintock of West Frankfort. Lester R. Grimm, IEA research director, is a member of the commission.

HB 1159 directs the commission to study and make recommendations on the various types of state school aids, the problems and progress of district reorganization, further school law codification, state and county school administration, merger of educational and building funds, promotion of effective teaching and administration, and the raising of educational standards to a desirable level.

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At long last, the answer on how to get pupils to *understand* arithmetic and to apply that understanding intelligently to *all* problem-solving situations.

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WE AREN'T PERFECT

(Continued from page 219)

the classrooms and show him we are doing a pretty good job. Then you get that individual into a position where you can talk to him.

LET'S ADMIT WE AREN'T PERFECT

We always want to raise up and justify something that we have not done too well. Why don't we admit that we are not perfect?

If somebody comes along to say to us that children do not respect authority as they one time respected authority, instead of our throwing back and saying immediately, "That is the parent's fault," why don't we admit that maybe we think that is right, and probably together we could do something about it.

When somebody says you do not do too good a job of teaching the American way of life, when you have one lad already in the service and another on the doorstep getting ready to go into the service to save the American way of life over in Korea, or some other place, then why should we be ashamed of trying to do a good job of teaching the American way of life in the public schools?

I had a professor say to me a few years ago, "You have no way of trying to indoctrinate the American way of life." To me that is hooey. You cannot help but indoctrinate each individual if he is a decent individual; if he is not decent, he indoctrinates the other way. So if this American way of life is worth fighting for, as our boys are fighting for it, why aren't we willing to spend some time actually doing something about it in the classrooms of the United States of America?

A GIVING SEA, AND A KEEPING SEA

I picked up the ending for this talk from Bruce Barton. It is entitled "There are Two Seas."

There are two seas in Palestine. One is fresh, and fish are in it. Splashes of green adorn its banks. Trees spread their branches over it, and stretch out their thirsty roots to sip of its healing water. Along its shores the children play.

The River Jordan makes this sea with sparkling water from the hills. So it laughs in the sunshine. And men build their houses near to it, and birds their nests; and every kind of life is happier because it is there.

The River Jordan flows on south into another sea. Here is no splash of fish, no fluttering leaf, no song of birds, no children's laughter. Travellers choose another route, unless on urgent business. The air hangs above its waters and neither man nor beast nor fowl will drink. What makes this mighty difference in these neighbor seas? Not the River Jordan. It empties the same good water into both. Not the soil in which they lie; not the country round about.

This is the difference. The Sea of Galilee receives but does not keep the Jordan. For every drop that flows into it another drop flows out. The giving and receiving go on in equal measure. The other sea is shrewder, hoarding its income jealously. It will not be tempted into any generous impulse. Every drop it gets, it keeps. The Sea of Galilee gives and lives. This other sea gives nothing. It is named the Dead.

Let us render professional service while we have a chance.

...and here are

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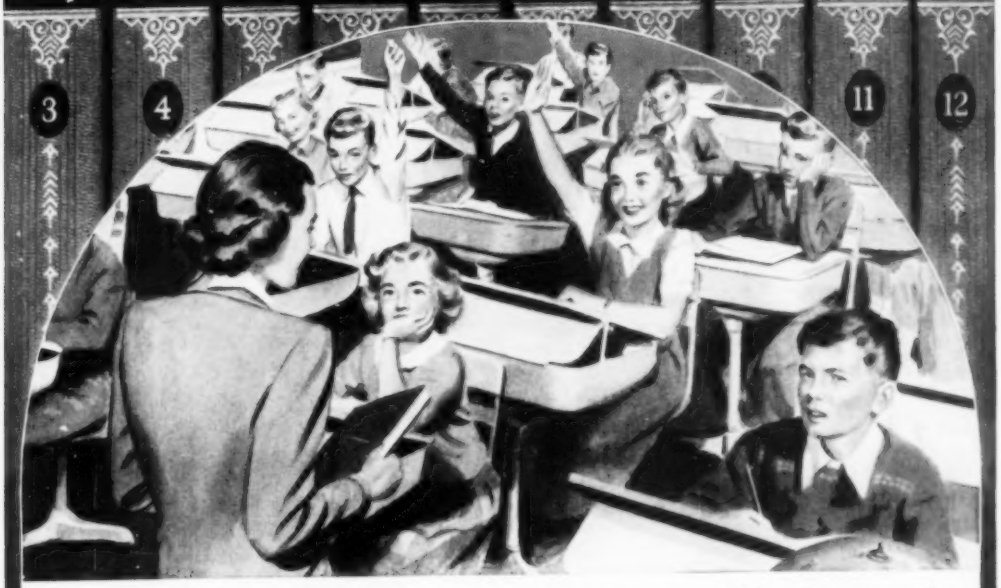

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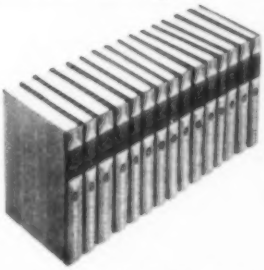

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Other Groups Meet, Too . . .

SEVERAL other groups held meetings in conjunction with the 98th Annual Meeting of the Illinois Education Association at the Hotel Sherman in Chicago Dec. 27 to 29.

CLASSROOM TEACHERS

The importance of the classroom teachers as the central core of the education profession was pointed out at the annual luncheon meeting of the Illinois Association of Classroom Teachers Thursday, Dec. 27, by Paul Street, chairman of the IEA public relations committee.

However, Mr. Street said, to achieve a really professional organization requires the teamwork of administrators, classroom teachers at all levels, and the community. Each must be an important member of the team if the profession is to be improved.

With this emphasis as a theme, Pres. Mary LeMay said, "Teachers are important, and must feel and act wisely to live up to that responsibility. Help in the ever-increasing demands comes from professional organization. Our role as a profession is in the future . . . The moral character of the nation is our job."

Theresa Henneberry, a member of the IEA legislative committee, presented recent legislation on retirement, minimum salary, certification, and tenure, and made suggestions for further study.

Edith T. Wentworth presented the work of the IEA moral and spiritual values committee, of which she is chairman. She urged local associations and teachers to send reports to her or to her committee regarding local activities which are developing character and ideals.

Teachers were urged by Mrs. Gertrude Hall, publicity director at Illinois State Normal University, to attend the fourth annual IEA-ISNU public relations conference to be held at ISNU on March 8. The theme of the conference will be "It Starts in the Classroom."

The organization and program of IACT as one of the seven IEA sections was explained by Miss LeMay. IACT, the official voice of classroom teachers in Illinois, now has 99 affiliated local associations representing 20,000 classroom teachers.

Suggestions were made for support of legislation to relieve teacher load and for a study of the effect on the child of a crowded day of extra-curricular activities.

WOMEN'S ASSOCIATION

One hundred and nineteen women members of the Illinois Education Association attended the annual luncheon meeting of the Women Delegates Association Friday, Dec. 28.

During the business meeting constitutional amendments were approved changing the name of the organization to the Women's Association and opening membership to any woman member of the IEA. All women members of the IEA who attend the Annual Meeting will have the right to vote during the business session of the Women's Association.

Miss Emilie Huck, the state coordinating chairman, presented the Women Delegates Association chairmen for the IEA divisions, who told of the work women are doing throughout the state in education.

The nominating committee presented the current slate of officers with the suggestion that they be re-elected. Ethelyn Kirk of Urbana will serve another term as president; Ella Hise of Effingham as secretary-treasurer; and Miss Huck of Centralia as state coordinating chairman.

Table decorations for the luncheon were made by the fifth grade of Waters School in Chicago and furnished by Miss Beatrice Allen, principal of Waters School. President Kirk presided at the business meeting.

JOINT ALUMNI COUNCIL

Richard Browne, educational coordinator of the Teachers College Board, and Orville Alexander of Southern Illinois University reviewed recent legislation during a meeting of the Joint Alumni Council on Thursday, Dec. 27.

Mrs. Gertrude Hall, director of publicity

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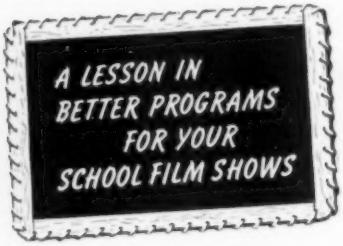
at Illinois State Normal University, discussed her thesis, "Cooperation for Teacher Education Among State-Supported Colleges and Universities." The group discussed proposed legislation.

Officers elected were Stanley Elam of Eastern Illinois State College, president; Kathryn Lange, representing Northern Illinois State Teachers College, vice-president; Allan Laffin of Western Illinois State College, secretary; and William Anderson of Illinois State Normal University and W. Stewart Williams, IEA field assistant and a graduate of Southern Illinois University, members of the executive committee.



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DELTA KAPPA GAMMA

One hundred and four delegates and guests representing 37 of the 40 chapters of Delta Kappa Gamma attended the annual DKG breakfast at the Sherman Hotel Dec. 28. Cecile C. Coombs of East St. Louis presided.

The group discussed plans for the state and national conventions of Delta Kappa Gamma. The state meeting will be in Danville March 28 to 30 at Hotel Wolford. The first day will be devoted to board meetings, the second to the business sessions, and Sunday, March 30, to religious devotion. The national convention will be at the Congress Hotel in Chicago Aug. 11 to 16.

Miss Clara Nelson of Chicago led the group in Christmas carol singing. The speaker was Lois Fisher, author and cartoonist, who illustrated her latest book, "Bill and His Neighbor," with cartoons. The book deals with prejudices.

The program for the state convention will present Mrs. Charles Mead of Omaha, Neb., as speaker for the Saturday breakfast on March 28. Mrs. Mead, a civic and religious leader and an honorary member of DKG in Nebraska, will talk on the higher meaning of education.

Illinois state honorary members will speak on the theme "Laymen Look at Education" at the luncheon program Saturday. Upsilon Chapter of Kankakee will be in charge of the luncheon program. Miss Wilma Harrington of Watseka is chapter president.

The president's dinner will be Saturday evening, with Danville's Alpha Iota Chapter as hostess. Mrs. Mary Messner of Bismarck is the chapter president. Xi Chapter of Champaign-Urbana will be in charge of the Sunday breakfast. Mrs. Dorothy Gard is the president.

PHI DELTA KAPPA

Thirty-five Phi Delta Kappans among the IEA delegates, including Pres. J. A. Mann, joined the 23rd biennial council of Phi Delta Kappa for luncheon Friday, Dec. 28, at the Hotel LaSalle. They heard a review of current trends in the fraternity and its services to education, presented by PDK Pres. George C. Kyte of the University of California at Berkeley and Paul M. Cook of Homewood, the executive secretary.

Dr. Floyd T. Goodier, professor emeritus of Illinois State Normal University, was elected second vice-president of Phi Delta Kappa during the business session Dec. 21 at the Hotel LaSalle.

HORACE MANN AGENTS

Horace Mann agents who met Saturday morning, Dec. 29, heard a report by L. W. Nimmo, executive vice-president and general manager, of the good progress which is being made in the insurance companies. The premium volume for 1951 totaled $1,500,000. Discussions centered on the organizational problems of promoting sales, the possible addition of new coverages to the health and accident policies, and the new savings plan, which is a life in-

surance plan with emphasis on savings rather than protection. Kenneth King, sales manager, was in charge of the meeting.

ELEMENTARY PRINCIPALS

The Illinois Elementary School Principals Association held a noon luncheon Dec. 28 at which they heard a talk by Dr. E. T. McSwain, dean of the College of Education, Northwestern University, on "The Opportunities and Problems in Elementary Education."

Dr. McSwain said, "The next decade will, no doubt, be the most challenging and perhaps the most discouraging of any period yet for the elementary school principal. Two important concerns will be the increase in school population and the development of a civil defense program. The problems of the coming years can be opportunities if elementary principals can have the foresight to help teachers lift their psychological vision in planning school programs for children."

Wayne Butler, principal of Sharp Corners School at Skokie, was toastmaster. Special guests were Dr. Leslie Holmes, president of Northern Illinois State Teachers College, and Roy Clark of the Office of the Superintendent of Public Instruction.

International Relations Committee Urges Support of Exchanges, UN, WOTP

The report of the special committee on international relations, which was presented by Chairman Edward E. Keener of Chicago, included the following recommendations which were adopted by the IEA Representative Assembly:

1. That the Illinois Education Association support the teacher and student exchange program and encourage its members to do so individually.

2. That the Illinois Education Association support the United Nations in its efforts to establish understanding of world problems and that it give particular support to UNESCO in its efforts to bring about understanding through education.

3. That the Illinois Education Association give support to Senate Concurrent Resolution No. 4 and House Concurrent Resolution No. 26 which direct the President of the United States to invite the democracies which sponsored the North Atlantic Treaty to name delegates to meet with delegates of the United States to explore the possibilities of a free federal union, within the framework of the United Nations, of the peoples of these democracies.

4. That the Illinois Education Association urge all local, county, division, and sectional education associations to assign a definite portion of the time on their programs for publicizing the World Organization of the Teaching Profession and for explaining its purposes and achievements.

Schools Urged to Observe Brotherhood Week

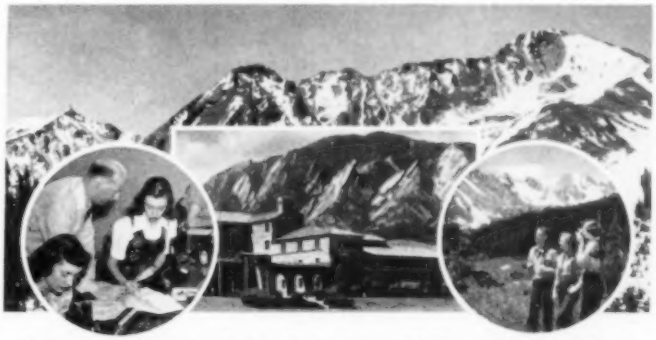
Brotherhood Week, sponsored by the National Conference of Christians and Jews, will be Feb. 17 to 24, giving the schools a special opportunity to further the cause of understanding and respect for human rights by cooperating in intergroup observance.

Materials such as posters, films, filmstrips, radio and assembly scripts, and reprints of articles on building good will are available to schools, religious and community organizations, press and radio, and labor-management groups.

The schools and colleges committee urges that each school and college have some special observance to dramatize the practical things which teachers and pupils can do to promote the ideals of brotherhood and understanding.

Suggestions are plays, pageants, panel discussions, and assembly talks by community leaders which accentuate positive things which are being done or can be done to better intergroup policies and practices. Surveys, projects, creative essays, and posters can be undertaken by individuals or class groups.

Requests for materials or further information may be obtained from the chairman of the schools and colleges committee, Dr. Milton S. Eisenhower, at 381 Fourth Avenue, New York 16.



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SPEAKERS and consultants for the IEA-ISNU school public relations conference at Illinois State Normal University March 8 will include, left to right, Richard B. Kennan, secretary of the NEA National Commission for the Defense of Democracy through Education; Robert C. Schaub, executive editor of the Decatur *Herald and Review;* J. R. Livesay, president of the Illinois Broadcasters Association; and Herold C. Hunt, superintendent of Chicago schools.

Newspaper, Radio, and Education Consultants Will Take Part in IEA-ISNU PR Conference

Twenty-five newspaper and radio people already are scheduled to participate as consultants in the fourth annual school public relations conference at Illinois State Normal University Saturday, March 8. This conference is being sponsored by the Illinois Education Association and ISNU.

DAILIES, WEEKLIES, RADIO

Representatives of daily newspapers participating will include Charles Driver and William Diesel of the Bloomington *Pantagraph;* John L. Astley-Cock, Chicago *Tribune;* George E. Burow, Danville *Commercial-News;* Robert C. Schaub, Decatur *Herald* and *Review;* C. Daniel Albrecht, Joliet *Herald-News;* Haskell Armstrong, Peoria *Journal;* A. R. Higgins, Quincy *Herald-Whig;* Preston F. Grandon, Sterling *Daily Gazette;* John R. Fornof, Streator *Daily Times-Press;* Don Breed, Freeport *Journal Standard;* Mrs. Hjalmer Nelson, Rockford *Morning Star;* and William Allen, Champaign *News Gazette.*

Representatives of weekly newspapers taking part will be Roy R. Rucker, Bridgeport *Leader;* W. L. Schmitt, Carlinville *Macoupin County Enquirer;* O. J. Lere, LeRoy *Journal;* Richard J. Leiser, Mendota *Reporter;* Howe V. Morgan, Sparta *News-Plaindealer;* John Van Sickle, Durand *Gazette;* and Bryant B. Voris, Waterloo *Republican.*

Radio representatives are to be Warner C. Tidemann, radio station WJBC, Bloomington; Harold A. Safford and Mrs. Josephine Wetzler, radio station WLS, Chicago; Mrs. Florence Lovejoy Shugars, radio station WROK, Rockford; and Ray Livesay, radio station WLBH, Mattoon.

The conference is scheduled to begin with registration in the Special Education Building at 9:30 a.m. Keynote speakers at the opening session set for 10 a.m. will be Robert C. Schaub, executive editor of the Decatur *Herald* and *Review,* and Ray Livesay, president of the Illinois Broadcasters Association.

Mr. Schaub, a native of Decatur, has served as a newspaper reporter, city editor, managing editor, and executive editor for more than 20 years on Decatur and East St. Louis papers. He attended Decatur public schools, Exeter Academy, and Princeton University. He also attended a printing school and in 1946, the American Press Institute at Columbia University. He has been a director of the Decatur Association of Commerce as well as chairman of the Illinois Associated Press. He now is a director and vice-president of the Young Men's Christian Association in Decatur.

Mr. Livesay, also a native of Illinois, has been active in radio broadcasting since 1936 and is the founder and president of the Mattoon Broadcasting Co. which operates station WLBH and WLBH-FM. He also is president of radio station WHOW at Clinton. He not only knows the business side of broadcasting but has received recognition as a radio engineer. He personally presents a 15-minute editorial broadcast five days a week over the Mattoon station. He recognizes the benefit of radio as a mass educational media, cooperating with Eastern Illinois State College and public schools of the area in educational programs. During World War 2 he served as a radar instructor in the US navy. In the Mattoon community he is active in a half-dozen different organizations.

AND EDUCATORS, TOO

Among educational consultants, in addition to radio and newspaper personnel, assisting with the section meetings will be Dr. Richard B. Kennan of the National Commission for the Defense of Democracy Through Education and Dr. Nicholas Nyaradi of Bradley University. The section meetings are scheduled from 10:45 a.m. to 12:30 p.m. Both Dr. Kennan and Dr. Nyaradi will be consultants in the section dealing with attacks on education.

Secretary of the National Commission for the Defense of Democracy through Education since 1947, Dr. Kennan previously was associate secretary of the commission. He joined the National Education Association in 1945 after serving five years as executive secretary of the Maine Teachers Association. Since joining the NEA defense commission staff, Dr. Kennan has conducted conferences of laymen and educators in 24 states. He also has conducted investigations of school crises, and has organized and supervised three national conferences directed toward improvement of American citizenship. Most widely known of the investigations were those in McCook, Neb., and North College Hill, Ohio.

Dr. Nyaradi is professor-at-large at Bradley. He formerly was finance minister in Hungary and went into voluntary exile when communist forces took over the Hungarian government.

Leaders for the discussion group on organizing a public relations program will be Paul Crafton, superintendent of schools at Monmouth, and David J. Heffernan, assistant county superintendent of schools of Cook County. Leaders for the group considering attacks on the public schools will be Ralph Frost, chairman of the public relations committee of Lake Shore Division and a teacher in Maine Township High School in DesPlaines, and Gerald W. Smith, assistant superintendent of schools in Moline. Miss Mary LeMay, president of the Illinois Association of Classroom Teachers and a teacher in Ottawa Township High School, and Mrs. Alice Barlow, chairman of the public relations committee of the East Central Division and a teacher in Champaign Senior High School, will be leaders of the discussion group, "It Starts in the Classroom."

HUNT TO SPEAK AT LUNCHEON

Luncheon speaker at the conference will be Dr. Herold C. Hunt, general superintendent of the Chicago schools, as previously announced.

Pres. R. W. Fairchild of ISNU will preside at the luncheon and Irving F. Pearson, executive secretary of the Illinois Education Association, is to preside at the opening session.

Reservations for the luncheon are being received by the ISNU publicity office. Cost of the luncheon is $1.00 per plate. Checks must accompany reservations.

Serving as co-chairmen of the conference are Dr. Claude E. Vick, director of professional and public relations of the Illinois Education Association, and Dr. Gertrude M. Hall, director of publicity at Illinois State Normal University.

Teachers Are Wanted For State Institutions

The Illinois civil service commission has announced examinations for kindergarten teacher, elementary teacher, secondary teacher, teacher of the blind, and teacher of the deaf, $252-$400; supervising teacher of the handicapped, $300-$460; and school principal, $330-$500. Successful candidates will be employed at the state's welfare and penal institutions. Final date to apply is Feb. 29. For complete announcements and applications, write to the Civil Service Commission, 501 Armory Building, Springfield.

Plans for Educational TV Station Discussed At School Broadcast Conference in Chicago

Plans were discussed for a new $1,650,000 non-profit, educational television station during the 15th annual School Broadcast Conference held Dec. 4 to 6 at the Sherman Hotel in Chicago. The station would make use of channel 11, being reserved for the Chicago area by the Federal Communications Commission. Allotment of the station will probably be made during the next month or two.

Eleven educational and cultural institutions are now participating in the planning and are expected to cooperate in the operation of the station if it is allocated for educational purposes. They are the University of Illinois, University of Chicago, Northwestern University, Roosevelt College, Loyola University, DePaul University, Illinois Institute of Technology, Chicago Art Institute, Chicago Historical Society, Museum of Science and Industry, and the Chicago public schools.

BIG PROBLEM IS MONEY

George Jennings, director of the division of radio and television of the Chicago public schools and also director of the broadcast conference, said the project's biggest problem is one of finance—where to get the money.

"But," he said, "we can't say we can't afford it, because in 10 years we educators would have to go out and buy a TV station in order to do a good job of teaching. We have to keep our hands in, because of the great potential TV has for in-school use."

The presentation of the annual Award of Merit was made during the annual School Broadcast luncheon on Dec. 5. This year the award was given to Dr. Franklin Dunham, chief of radio and television in the US Office of Education, for outstanding service to educational radio. Miss Judith Waller, director of public affairs and education for the central division of the National Broadcasting Co., made the presentation.

UTILIZATION CITATIONS GIVEN

Citations of schools, stations, and programs in the annual radio utilization competition were also announced at this time.

John Harvey Furbay, educational director for Trans-World Airways and a US delegate to UNESCO, was the luncheon speaker. He pointed out the importance of radio in making this "one world." Mr. Furbay said that radio has shortened the distances between people's minds in much the same way that aviation has shortened the physical distance between the countries of the world.

"For the first time since the world began," the speaker noted, "we are all in touch, physically by aviation, mentally by radio."

Exhibits of new audio and visual equipment and educational activities were displayed all during the conference. Activities included many interesting pupil-made books, pictures, murals, paintings, and papier-mache work which were done as a result of radio listening or participation. Photographs and recordings of radio activities were also displayed.

One of the exhibits which attracted much interest was a group of paintings done by high school students while listening to music, thus interpreting the mood of one medium through another.

Many of the discussion sessions included demonstrations of utilization and techniques, presented by groups of school pupils. Round-table and panel discussions were used to round out the sessions.

Groups included a discussion of the use and importance of radio in all levels of education, how radio can be used by PTA groups, science education through the use of TV, radio and the exceptional child, radio for world understanding, maximum use of a tape-recorder, TV film production techniques, radio workshops, and a forecast of what is to be expected in educational television.

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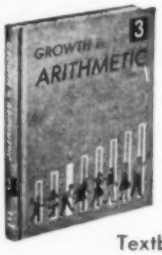

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NEWS

Fifth Annual Art Festival Will Open at UI Feb. 27

Widely recognized as an outstanding educational and cultural project, the fifth annual University of Illinois Festival of Contemporary Arts will open Feb. 27 and continue through April 21.

As in previous years the festival will be marked by the Illinois National Exhibition of Contemporary Paintings, which will be on view in the architecture galleries from March 2 through April 13, and by an extensive program of special events in all branches of contemporary arts.

A special feature of interest to Illinois art teachers will be a conference on March 15, presented by the College of Education in cooperation with the art department and the Illinois Art Teachers Association.

Raphael Kubelik, conductor of the Chicago symphony orchestra, will conduct the University symphony orchestra in a concert of contemporary music on March 29, and his own orchestra on March 30 with U of I choral groups.

Other events will include chamber music recitals; two operas; contemporary drama, motion pictures, and dance; and lectures in art, music, and literature.

Other exhibits will include, for the second year, work in silver-smithing, jewelry, ceramics, art enameling, and weaving by outstanding contemporary American craftsmen; contemporary architecture, city planning, and landscape architecture represented by photographic exhibits; "dance-inspired" sculpture and drawings; and contemporary printing and typography.

The complete festival program will be available Feb. 15 from Dean Rexford Newcomb, College of Fine and Applied Arts, University of Illinois, Urbana.

Teacher Exchange Program Now Includes Germany

A teacher exchange program with Germany has been approved for Illinois teachers by Vernon L. Nickell, state superintendent of public instruction. Applications must be submitted not later than Feb. 15.

The participating American school must grant its teacher leave with pay and agree to accept a German teacher in exchange. The US government will provide round-trip travel for both teachers. The American teacher must agree to teach the entire term in the German school, which may be 10½ or 11 months, and will receive no additional salary from German sources. The favorable rate of exchange should compensate for the longer term.

The US government will provide the German teacher with a $210 per month maintenance grant for 10 months, and the appropriate German Ministry of Education will grant its teacher leave of absence with pay.

Application forms and further information may be obtained from the Office of the Superintendent of Public Instruction, Springfield, or the Federal Security Agency, Office of Education, Washington 25, D. C.

Transportation Handbook Planned by County Supts.

The Illinois Association of County Superintendents of Schools is planning a handbook on school transportation and school bus safety, to be prepared by the committee on transportation and the transportation department of the Office of the Superintendent of Public Instruction. Results of a questionnaire which was sent to all county superintendents showed that 69 of the 78 who replied thought some kind of handbook was needed.

J. C. Mutch, director of transportation in the Office of the Superintendent of Public Instruction, is working with the University of Illinois on a program for school bus drivers' training for all counties in the state, and on a school bus inspection program. The goal of these two projects is for more uniform standards of safety.

The respective block organizations of the IACSS in their January meetings will study the possibility of sponsoring a state spelling bee, as outlined by a representative of a Chicago newspaper at the association's annual meeting Nov. 29 in Springfield.

The policy committee of the association is studying the question of whether the IACSS should join the Illinois County and Township Officials Organization. The policy committee has been directed to report its decision to the executive committee, which is authorized to act for the association.

The Vienna Block voted at its December meeting to extend an invitation to the state association of county superintendents to meet in Southern Illinois next year.

The Wheaton Block held its December meeting in Chicago, where discussion centered on the exchange of Cook County certificates for state limited certificates, a four-hour day for school children, and qualifications for voters at county school trustee elections.

A panel of three unit superintendents and a city superintendent discussed before the Lewistown Block the correlation of duties of unit and county superintendents.

New block chairman for the Oregon Block is John Torrens of Lee County. New members of the state legislative committee are Mrs. Marjorie Leinauer of DeKalb County from the Oregon Block and Ruel Hall of Kankakee County from the Wheaton Block.

ISNU Founders Day Feb. 12

The 95th birthday of Illinois State Normal University will be celebrated Feb. 12 with a dinner meeting in Fell Hall. Open to alumni and other friends of the university, the Founders Day program is under the direction of William F. Anderson, director of alumni relations at ISNU.

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NEWS

NEA Classroom Teachers Regional Meeting April 4-5

The annual North Central Regional Conference, sponsored by the NEA Department of Classroom Teachers, will be held at Michigan Education Association Camp, St. Mary's Lake, Battle Creek, Mich., April 4 and 5.

Reservations should be made now. Lodging at the MEA camp will be $3 per night and prices for meals will be as follows: breakfast, 75 cents; luncheon, $1.25; dinner (Friday), $1.50; dinner (Saturday), $2.

It is recommended that those who come to the conference in their own cars choose one of the hotels in Battle Creek for lodging since only a limited number can be accommodated at the camp. Those who have lodging in Battle Creek may have meals at the camp; however, reservations should be made for all meals desired at the camp. Battle Creek teachers are planning to provide transportation to the camp for those who come by train, bus, or plane.

Make reservations for lodging and meals at the MEA camp with Andy Doyle, Route 3, Box 544, Battle Creek, Mich., giving him the time of your arrival and departure and the mode of transportation.

Board Briefs

The board of directors met at Hotel Sherman, Chicago, at 10:30 a.m. Thursday, Dec. 27. Pres. J. A. Mann presided. Those board members present were J. E. Pease, Louise Sullivan, Mary LeMay, Mabel Schwarz, Olin Stead, and Paul Street, and Executive Secretary I. F. Pearson.

The board approved the minutes of its previous meeting; received membership and finance reports which it approved; voted $500 as a maximum to defray delegate expenses of past-presidents; voted $25 in expenses to Cong. William E. McVey, the speaker at the Annual Meeting; and accepted the offer of Mr. McVey to assign his honorarium of $100 to the IEA Centennial Building Fund.

The executive secretary submitted a report of contributions to the building fund, citing contributions close to $5000 as of Dec. 22. He also presented an outline of committee duties in connection with the centennial observance. It was approved.

The board recommended to the Representative Assembly the amendment to the Constitution of Article IV, Membership, Section 1, Active Members, by striking the words "in public schools or colleges" in the first sentence, in order to leave the active membership provision in this particular as it has been—open to all actively engaged in educational work. The board also recommended to the Representative Assembly the adoption of the NEA Centennial Action Program.

The meeting adjourned at 12 noon.

IRVING F. PEARSON,
Executive Secretary, IEA

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Teach In Chicago

Examinations for teachers of the following subjects in the Chicago Public High Schools will be held April 28, 1952:

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Closing date for filing formal application forms and required credentials is April 14, 1952. For information apply to

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A FIRST COURSE IN ALGEBRA, 2nd edition. A SECOND COURSE IN ALGEBRA, 2nd edition, enlarged, *by W. W. Hart.*

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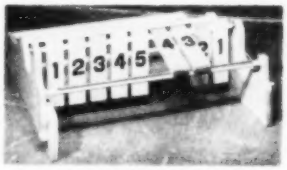
IT'S news to us

These are announcements by the manufacturers of new products which we believe will be of professional interest to educators. This listing should not be construed as a recommendation by the editor. You will want to check and compare these items with others to be found in your school supply store. If unable to find the products desired, write ILLINOIS EDUCATION. *Your request for information will be forwarded to the producer.*



Portable Bowling Alley
(Described in January column.)

The Ken-Add miniature adding machine gives children experience with numbers in adding scores in games, checking their own figuring, or totalling purchases at their play store. This accurately-engineered adding machine is no mere play gadget. A "Magic Slate" is on the inside of the cover, plus a sturdy stylus, four selector dials, "total" windows, and decimal point for adding up to 99.99. Encased in a stamped aluminum case 5⅛" x 2¼". Price, $6.95.

Educational Recordings were originated and developed by educators. These are presented on 12-inch LP non-breakable discs which play at 33⅓ rpm speed. Each record is a complete discussion or panel. The 24 recordings now available include excellent material for teachers meetings, parent groups, and teacher-training classes prepared by some of the outstanding specialists in universities and colleges in every part of the country. Price, $6.90 per record.

Dixie Food Dish for serving fruit, ice cream, puddings, and other desserts is a new addition to the Dixie paper cup line. The tab on the new dish is glued and the bottom is rounded to insure fast pick-up by the container.

Southern Now Offers Graduate Work in Art

Graduate work in the department of art at Southern Illinois University has been approved by the SIU Board of Trustees following recommendation by the board's committee on education and area services.

Burnett H. Shryock, chairman of the SIU art department, and F. Carlton Ball, associate professor of art and internationally known ceramicist, will teach the first graduate art classes leading to the master's degree. Mr. Shyrock formerly taught in the graduate school at the University of Kansas City and Mr. Ball at the University of Wisconsin.

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Director, Audio-Visual Education Center
Eastern Illinois State College

Materials listed here may be obtained from the producers and local distributors. Some are available from the Audio-Visual Education Center at Eastern, which will be glad to answer inquiries.

FILMS

Fred and Billy Take an Airplane Trip (Primary, elementary. Sound, 11 minutes, black and white or color, rent or purchase. Coronet Films)—Fred and his brother Bill receive an invitation from Uncle John in New York to visit him. They call the airline, request reservations, and on Saturday their family drives them to Chicago's Midway Airport. As they await departure they watch other planes take off and arrive. During the trip the boys trace their flight on a map, enjoy a meal aloft, visit the pilot and co-pilot, and enjoy the sights. The plane lands at La Guardia Field where Uncle John is waiting.

The Outsider (Elementary, junior high. Sound, 10 minutes, black and white, rent or purchase. Young America Films, Inc.)—The story concerns a junior high school girl who would like to be accepted by her group but feels she is rejected by them. The opening scene shows some girls discussing plans for a party. Susan Jane overhears the plans and feels she is being omitted. In attempting to find out why she is being rejected, Susan Jane begins to think of herself as "different." She gets more and more introspective. Meanwhile her classmates are actually concerned about drawing her into their group and making friends with her. Susan Jane receives an invitation and becomes excited. The scene fades and opens the way for audience discussion.

He Acts His Age (Teachers at all levels, nurses, psychologists, parents, teachers in training. Sound, 17 minutes, color, rent or purchase. National Film Board of Canada)—This is an introductory film for a series entitled **Ages and Stages.** As such it does not delve very deeply into any one particular emotional problem or response of children. It does, however, survey the emotional growth patterns that take place within a youngster, and attempts are made to show that most "strange" and "unaccountable" behavior patterns are really quite normal. The film takes various children from ages two through 15 and shows common emotional responses. The film never gets into any one phase deep enough for any significant results, but it is an excellent background film for impressing viewers with the importance of knowing and understanding why children act as they do.

How to Catch a Cold (Elementary, junior and senior high, college, adult. Sound, 10 minutes, color, free. Association Films, Inc.)—Through the medium of animation, "The Common Man With a Common Cold" and "Mr. Common Sense" romp through a most enjoyable film with a distinct educational lesson to be absorbed. It proves a point—that learning can be enjoyable. Produced under competent medical advice, the film avoids any reference to common cold "cures," but rather stresses the prevention aspects.

RECORDINGS

Sounds Around Us, a group of three records that can be used to develop auditory and pre-reading skills by Scott, Foresman and Co. Sounds **Around the House, Around the Farm,** and **Around the Town** stimulate and develop the child's imaginative and recreative powers as he relates the story pattern as it affects him.

Educational Recording Services have released some 33⅓ rpm records of interest to teachers. Some of their titles include: **Personality Development in the Classroom, Teacher-Pupil Planning Techniques, Developing Good Classroom Discipline, The High School Curriculum for Individual Differences in the Classroom, Newer Methods of Reporting Pupil Progress, Trends in Elementary Education, The Community College,** and **Guidance in Modern Schools.**

FILMSTRIPS

The audio-visual division of *Popular Science* has some new elementary filmstrips in color entitled **Goals in Spelling, Coach for Good English, Adventures with Numbers, The Life Span, Physical and Chemical Changes in Everyday Living,** and **Health and Personal Appearance.** An extremely interesting group of filmstrips showing how rumors start and how truth is distorted has been released by the Anti-Defamation League. The *New York Times* has another excellent filmstrip for school use, **How Strong is Russia?** George Washington Carver is the subject of Artisan Productions' new filmstrip which makes an excellent contribution to the available social studies materials. SVE has, in conjunction with its Life Adjustment Series, produced **You and Your Mental Abilities,** designed to help people gain maximum benefit from their chosen work.

OTHER MATERIALS

The John C. Winston Co. has some interesting color charts designed for group experience in Reading Readiness. The accompanying manual gives some very specific suggestions for developing kinesthetic, auditory, and visual discrimination and supplying practice for audio-muscular and visual-muscular coordination.

CURRENT Publications

(Publishers' addresses in last column.)

Drama

Plays and Entertainments, 1951-1952 Complete Catalog. Eldridge Publishing Co. Paper. 144 pages. Free.

One- and three-act plays for every need and every occasion, primary level to adult.

Economics

Money Management—Your Health Dollar. Household Finance Corporation, Consumer Education Department, 919 North Michigan Avenue, Chicago 11. Paper. Illustrated. 32 pages. Free at any HF office; 5 cents by mail.

Suggested ways to budget intelligently routine health costs and medical expenses.

Money Management—Your Food Dollar. Household Finance Corporation, Consumer Education Department, 919 North Michigan Avenue, Chicago 11. Paper. Illustrated. 36 pages. Free at any HF office; 5 cents by mail.

Tips on menu planning, buying, and storing foods which should help keep meal costs down.

The Miracle of America, Alton Ketchum. The Advertising Council, Inc., 25 West 45th Street, New York 19. Paper. Illustrated. 19 pages. Write for quantity rates.

An explanation of our American economic system which should be understandable to middle and upper elementary grades.

A Survey of Economic Education, C. W. McKee and H. G. Moulton. The Brookings Institution, Washington 6, D. C. Paper. 63 pages. Price, 50 cents.

Brief discussions of the extent and character of the various programs of economic education in schools, colleges, and agencies throughout the country.

Health and Physical Education

School Lunch and Nutrition Education. Federal Security Agency, Office of Education.* Paper. 12 pages. Price, 10 cents.

Answers many of the questions school people and parents want to know about the relation of the lunch program to nutrition education, and certain administrative and financial matters concerned with operation of the program.

Health Instruction in the Secondary Schools, H. F. Kilander. Federal Security Agency, Office of Education.* Paper. 20 pages. Price, 10 cents.

Basic information about the administrative and organizational aspects of health education.

Balance and Rhythm in Exercise, Maja Carlquist and Tora Amylong. Translated from the Swedish by Madeleine Hamilton. The Viking Press, 18 East 48th Street, New York 17. Cloth. Illustrated. 144 pages. Price, $3.50.

Two series of graded daily lesson plans for free activity training in the elementary physical education program.

History

Builders of the Old World, Second Edition, Hartman, Saunders, and Nevins. D. C. Heath and Co. Cloth. Illustrated. 468 pages. Price, $2.80. Teachers Guide and Pupils Progress Book available.

Social and cultural growth from pre-historic times to the discovery of America.

Makers of the Americas, Second Edition, Lansing, Chase, and Nevins. D. C. Heath and Co. Cloth. Illustrated. 468 pages. Price, $2.80. Teachers Guide and Pupils Progress Book available.

US history in relation to the history of all the Americas, told in readable narrative style to appeal to fifth- and sixth-grade pupils.

Music

Music for Elementary Teachers, Parks Grant. Appleton-Century-Crofts, Inc., 35 West 32nd Street, New York 1. Cloth. Illustrated. 308 pages. Price, $3.

Written primarily for teachers-in-training who have no previous music training; would also be useful to elementary classroom teachers who wish to improve their teaching of music.

Public Relations

The Work of the Educational Consultant in School Building Planning, Engelhardt, Engelhardt, and Leggett, 59 Park Avenue, New York 16. Paper. Illustrated. 28 pages. Free.

Board members and school administrators who are planning new schools should find this helpful.

Public Schools: A Top Priority. Educational Policies Commission, NEA. Paper. 15 pages. Price, 15 cents; quantity rates.

A plea for public support of school needs.

Citizens and Educational Policies. Educational Policies Commission, NEA. Paper. 19 pages. Price, 15 cents; quantity rates.

Recommendations which should help citizens and educators to achieve better cooperation in the planning and functioning of the school program.

Human Relations in Curriculum Change, Benne and Muntyan. The Dryden Press, 31 West 54th Street, New York 19. Cloth. 363 pages. Price, $2.90.

Practical suggestions for effective group procedures in bringing about changes in the school program, which should be of help to teachers, administrators, and parent-citizen groups who are interested in this problem.

Social Studies

A Courageous Conquest: The Life Story of Franklin Delano Roosevelt, Mabel Montgomery. Globe Book Co., 175 Fifth Avenue, New York 10. Cloth. Illustrated. 291 pages. Price, $1.84.

A pen picture of our dynamic late President and the history-making events through which he lived, in language understandable to the teenager. Includes extracts from his more famous speeches.

Record of the Fifth Session of the United Nations General Assembly. Department of Public Information, United Nations, Lake Success, N. Y. Paper. 42 pages.

A report of decisions taken between Sept. 19 and Dec. 15, 1950.

United Nations Work and Programs for Technical Assistance. Department of Public Information, United Nations, Lake Success, N. Y. Paper. 40 pages. Price, 15 cents.

Essential facts about UN's specialized agencies which provide for an international program of economic development.

The Price of Peace. Department of Public Information, United Nations, Lake Success, N. Y. Paper. Illustrated. 53 pages. Price, 25 cents.

Reproductions of a series of radio broadcasts by 13 representatives to the UN.

A Korea Chronology, Part II. Department of Public Information, United Nations, Lake Success, N. Y. Paper. 18 pages.

Activities and resolutions of the UN with regard to the Korean situation, from Sept. 19, 1950, to Feb. 24, 1951.

Some Characteristics of the Secondary School of the Future in the Light of Modern Developments, Howard T. Batchelder and Shirley H. Engle. Division of Research and Field Services, Indiana University, Bloomington, Ind. Paper. 34 pages. Price, 75 cents.

The conclusions of 23 secondary school teachers who participated in a workshop on social-economic trends.

Security and Freedom, the Great Challenge. American Civil Liberties Union, 170 Fifth Avenue, New York 10. Paper. Illustrated. 88 pages. Price, 35 cents.

The 30th annual report of the ACLU which strikes at loyalty oaths for teachers and other public employees.

Neighbors in Latin America, Carls, Sorenson, and Howarth. The John C. Winston Co. Cloth. Illustrated. 298 pages. Price, $3.20.

Our Neighbors Geography Series. Stresses social living. Plenty of charts and maps.

Neighbors in the United States and Canada, Smith and Sorenson. The John C. Winston Co. Cloth. Illustrated. 390 pages. Price, $3.40.

Our Neighbors Geography Series. Stresses social living and ties in closely with conservation.

The Story of Pulp and Paper. American Forest Products Industries, Inc., 1319 18th Street NW, Washington 6, D.C. Paper. Illustrated. 16 pages. Free.

Steps in the process of paper-making from forest to finished roll of paper.

The Story of Lumber and Allied Products. American Forest Products Industries, Inc., 1319 18th Street NW, Washington 6, D.C. Paper. Illustrated. 16 pages. Free.

The lumbering process from cutting the trees to the emergence of finished wood products.

Guideposts to Modern Child Service, E. George Payne. Payne Educational Sociology Foundation, Inc., 157 West 13th Street, New York 11. Paper. 132 pages. Price, $1.

A study by the Save the Children Federation which examines its present program and future policy.

Vocational Education

Inter-American Cooperation in Vocational Education, Fernando Romero. Vocational Education Section, Room 204, Pan American Union, Washington 6, D. C. Paper. 188 pages. Price, $1.

A handbook for planning a general working system for vocational education in the various member countries, flexible enough to allow for national differences.

Development of Vocational Education, Hawkins, Prosser, and Wright. American Technical Society, 848 East 58th Street, Chicago 37. Cloth. 656 pages. Price, $7.25.

A history of the "how" and "why" of the development of vocational education and the objectives of the present program.

Miscellaneous

Studies in Education, 1950. School of Education, Indiana University, Bloomington, Ind. Paper. 138 pages. Price, $1.

Abstracts of theses written by all persons who received their doctor of education degree at Indiana University during 1950.

Subject Headings for Pamphlets in an Occupations Vertical File, Robert Harness. University of Illinois Library, Chicago Undergraduate Division, Chicago 11. Paper. 16 pages. Free to those with professional need.

Planned to help with the arrangement and use of an actual collection, this method can be adapted to other lists.

Blood—Your Gift of Life, Alton L. Blakeslee. Public Affairs Committee, Inc. Paper. Illustrated. 32 pages. Price, 20 cents.

The increasing demands for blood and blood plasma in civilian and military emergencies have brought about a nationwide blood program. This is the story behind the program.

Coffee — The Commodity, History, Literary Traditions, Elementary Botany, and Geography. Pan-American Coffee Bureau, 120 Wall Street, New York 5. Group of five illustrated leaflets. Free.

Varying themes about coffee for secondary level.

Attitudes and Opinions of School Board Members in Indiana Cities and Towns, Maurice E. Stapley. Division of Research and Field Services, Indiana University, Bloomington, Ind. Paper. 42 pages. Price, 75 cents.

A report on a study made during the past year concerning certain phases of school administration and public education.

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* For sale by the Superintendent of Documents, US Government Printing Office, Washington, D. C.

Eldridge Publishing Co., Franklin, Ohio.

D. C. Heath and Co., 285 Columbus Avenue, Boston 16.

NEA, 1201 16th Street NW, Washington 6, D. C.

Public Affairs Committee, 22 East 38th Street, New York 16.

The John C. Winston Co., 1010 Arch Street, Philadelphia 7.

CALENDAR

FEBRUARY

1—Illinois Schoolmasters Club; Illinois State Normal University and Illinois Wesleyan University, Bloomington-Normal.

7 to 10—NEA Department of Audio-Visual Instruction, national conference; Boston.

9 to 14—Association for Supervision and Curriculum Development, NEA, seventh annual meeting; Boston.

16 to 20—National Association of Secondary School Principals, NEA, 36th annual convention; Chicago.

16 to 20—National Association of Secondary School Principals, 36th annual convention; Netherland Plaza Hotel, Cincinnati.

17 to 24—Brotherhood Week.

21 to 23—United Business Education Association Divisions, NEA, joint meeting; Chicago.

21 to 23—American Association of Colleges for Teacher Education, NEA, annual convention; Chicago.

22 and 23—NEA Department of Elementary School Principals, central district meeting; St. Louis.

22 and 23—National School Boards Association, annual convention; St. Louis.

22 to 25—NEA Department of Rural Education, annual meeting; St. Louis.

23 to 27—NEA Department of Classroom Teachers, winter meeting; St. Louis.

23 to 27—American Association of School Administrators, NEA, regional convention; St. Louis.

25—National School Public Relations Association, NEA, regional convention; St. Louis.

25 and 26—American Educational Research Association, NEA, regional meeting; St. Louis.

MARCH

8—IEA-ISNU fourth annual School Public Relations Conference; Illinois State Normal University.

17 to 19—American Association for Health, Physical Education, and Recreation, NEA, midwest regional conference; Cincinnati.

21 to 26—Music Educators National Conference, NEA, 13th biennial national meeting; Philadelphia.

22—Illinois Association of Classroom Teachers, spring conference; Mt. Vernon.

31 to April 3—National Association of Deans of Women, NEA, annual convention; Los Angeles.

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12. **Teaching Hints from Teachers** is a 24-page compilation of some of the more unusual and useful ideas contained in entries to Compton's teachers' contest. Ideas are suitable for all grades, primary through high school. (F. E. Compton and Co.)

37. **Quiz, Jr.,** is an easy-to-read, pocket-size booklet, especially prepared for young people. One hundred questions and answers about railroads and railroading based on types of inquiries most frequently made by children. Illustrated. Sample copy on request. (Association of American Railroads)

32. **Map of Coal Areas in the United States** is a new contribution to teaching aids on this vital industry. Shows in color the locations of the four types of coal. (Bituminous Coal Institute)

38. **School Products Catalog** is a new 56-page catalog of school equipment and supplies. Listed are products from chalkboard moldings to window shades, and teaching materials from alphabet wall cards to writing charts. (Beckley-Cardy Co.)

34. **Free Air Vacation Folders and Teaching Aids.** Send for colorful folders on Hawaiian air vacations. It's an opportunity to pick your vacation spot now. Also available now is a folder describing United's teaching aids for the classroom. (United Air Lines)

28. Complete details on **Seminar Tour of Europe** this summer. Gives day-by-day itinerary of 39 days of sight-seeing, visits to spots of historical importance, lectures, and interviews with European political and cultural leaders. (Kazmeyer Seminar Tour)

22. **1951-52 catalog** contains 54 pages describing nearly 475 films closely integrated with the school curriculum. The new catalog also lists all EB Films in a special section showing the subject areas in which they may be used. Restricted to personnel in schools which possess sound-film equipment and who use films. (Encyclopaedia Britannica Films)

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